R E P O R T R E S U M E S

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NEW HORIZONS IN DEVELOPING VOCATIONAL EDUCATIONAL PROGRAMS IN SMALL HIGH SCHOOLS IN SMALL DISTRICTS.

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THE ACTIVITIES OF A SUMMER WORKSHOP ON VOCATIONAL EDUCATION PROGRAMS WERE REPORTED. FOUR LEADERS WERE CHOSEN TO LEAD SMALL GROUP SESSIONS. THE TOPICS DISCUSSED WERE (1) DEVELOPING CURRICULUM AND ADMINISTRATIVE PATTERNS FOR OPERATION OF PREVOCATIONAL EDUCATION IN THE HIGH SCHOOL, (2) ISOLATING AND IDENTIFYING RESEARCHABLE PROBLEMS, (3) CREATING A PATTERN FOR EVALUATION OF EMERGING PROGRAMS, AND (4) STUDYING AND DETERMINING THE TRAINING NEEDS OF YOUTH. THE RESULTS OF THE CONFERENCE WERE SUMMARIZED AND EVALUATED (RS)

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SUMMER SCHOOL ADMINISTRATORS WORKSHOP

NEW HORIZONS IN DEVELOPING VOCATIONAL EDUCATIONAL PROGRAMS IN SMALL HIGH SCHOOLS IN SMALL DISTRICTS

Section 4C - Vocational Education Act 1963

University of Idaho
July 12 - July 16, 1965

Co-Directors: John A. Green, Kenneth Ertel, William R. Biggam

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INTRODUCTION

This report summarizes the program for the 1965 School Administrators Conference-Workshop sponsored by the College of Education and the Division of Vocational and Technical Education of the United States Office of Education under the contractual agreement which resulted from proposal ERD 29165 under Section 4C of the Vocational Education Act of 1963. This proposal was approved by the U.S. Office on June 16, 1965 and in the intervening months between approval and the beginning of the conference the participants were contacted, the resource persons were appointed, and the final arrangements for the program were made. In the week preceding the conference, the four leaders who had been designated to lead the small group work sessions during the week of the conference were brought to the University of Idaho campus to pre-plan with the conference directors the sessions for the following week. These group leaders included Earl Vopat, Superintendent of Schools, Grangeville, Idaho; Ernest Louk, Superintendent of Schools, Clarkston, Washington; Claude Waln, Director of Vocational Education at Boise State College; and Jack Jones, Superintendent of Schools, Bonner County, Idaho. It was the decision of this group to center the discussions around the following topics: (1) The development of curriculm patterns and possible administrative patterns for operation of pre-vocational education at the local high school level, (Group leader, Earl Vopat); (2) Isolating and identifying researchable problems relating to vocational education at the local level, (Group leader, Ernest Louk); (3) Creating a pattern for evaluating emerging vocational programs at the local level, (Group leader, Claude Waln); and (4) Studying and determining the training needs of youth in their communities, (Group leader, Jack Jones). It was felt that these four topics were closely related to the objectives and purposes of the 1965 School Administrators Conference, and that they would provide stimulating

follow-ups for the formal presentations which were to be made by the resource personnel. The planning group also decided that rather than permit participants to select a group on which to work, they should be assigned a group during the first session so that each of the topics would have equal coverage and so that all four states would be represented on each group. In order to give every participant some experience with each of the topics, the groups were rotated during the three Wednesday sessions so that each person had some experience with all four topics. The schedule for the meetings of the small discussion groups is shown in Figure 1. The decision to rotate members in the various groups was a fortunate one, since it gave every participant some understanding of the problems which each group faced, and also served to stimulate interest when the final reports were presented. This resulted in considerable fruitful discussion, and exchange of ideas among participants.

PROGRAM

A copy of the printed program for the conference is shown in Figure 2. It was a general policy throughout the conference to open morning and afternoon sessions with a formal presentation by one of the resource personnel. These formal presentations were then followed with general group discussions after which the group was broken into the four small discussion groups alluded to in the introduction.

Dr. William J. Micheels, President of Stout State University, Menomonie, Wisconsin, was a particularly fortunate choice for a conference keynote speaker. Dr. Micheels did an excellent job of introducing the topic and stimulating interest among the participants. He also contributed valuable comments in the follow-up question-and-answer discussion period. The second resource speaker,

Figure 1

SCHEDULE AND PLACE OF MEETING FOR SMALL DISCUSSION GROUPS

Discussion Topic	Permanent Place of Meeting	Day and Hour of Meeting					
		Monday July 12 2:30 pm	Tuesday July 13 2:30 pm	Wednesday July 14 10:30 am	Wed. July 14 1:15 pm	Wed. July 14 2:45 pm	Thursday July 15 2:30 p.m.
Development of Curriculum Patterns and possible administrative patterns for operation pre-vocational & vocational education at the local high school	Appaloosa Room	Group I	Group I	Group II	Group III	Group IV	Group I
Isolating and identifying researchable problems relating to vocational education at the local level.	Galena Silver Room	Group II	Group II	Group III	Group IV	Group I	Group III
Creating a pattern for evaluating emerging vocational programs at the local level.	Galena Gold Room	Group III	Group III	Group IV	Group I	Group II	Group III
Studying and determining the training needs of youth in their community	Edaho Room	Group IV	Group IV	Group I	Group II	Group III	Group IV

Thursday, July 15, the final day of meetings for small discussion groups, each group will meet with their original group leader and assist the group with preparation of a final report. (Summary to be presented on Friday morning, July 16.)

CONFERENCE SCHEDULE

Monday, July 12:

Presiding: Dr. John Green, Assistant Dean, College of Education, University of Idaho

9:00 a.m.—Greetings to Conference participants, by Donald R. Theophilus, President, University of Idaho.
"The Challenge of Change," Dr. William J. Micheels, President, Stout State University, Menomonie, Wisconsin.
General discussion to follow dealing with Dr. Micheel's presentation.

11:45 a.m.—Luncheon

1:15 p.m.—Panel of School administrators and educators will react to the Keynote address by Dr. Micheels. Mr. Jack Jones, Superintendent, Sandpoint, Idaho, presiding chairman of the panel.

2:30 p.m.—Organization into workshop groups for remainder of the conference. Definition of committee responsibilities.

Tuesday, July 13

Presiding: Dr. William Biggam, Chairman, Industrial Education Department, University of Idaho

9:00 a.m.—"All The Children Of All The People," Dr. William J. Micheels.
Panel discussion relative to Dr. Micheels' presentation.
Panel members: Dr. Merle Strong, Dr. William Biggam, Dr. Gladys Bellinger, Mr. Kenneth Ertel, Dr. Herbert Winner.

11:45 a.m.—Luncheon

1:15 p.m.—"Vocational Guidance in a Technical Society," Dr. Eugene Giles, Professor of Psychology, College of Education, University of Idaho.
Dr. Kenneth Loudermilk, Director, State Occupational Research and Development Coordinating Unit, College of Education, University of Idaho.

p.m.—Small group workshops.

p.m.—All university and Administrators Conference barbecue, University Arboretum.

Wednesday, July 14:

Presiding: Mr. Kenneth Ertel, Teacher Educator, Distributive Education, University of Idaho

9:00 a.m.—"Opportunities for Action Research in Vocational Education at the District Level," Dr. Merle Strong, Assistant Director, Research and Development Section, U. S. Office of Education.

10:30 a.m.—Committee groups to develop suggested research for local districts.

11:45 a.m.—Luncheon

1:15 p.m.—Committees work with consultants to develop ideas into workable outlines.

2:15 p.m.—Committee reports. Each group will supply a written report for duplication and distribution to conference participants.

Thursday, July 15:

9:00 a.m.—Both the morning and afternoon sessions will deal with development of Curriculum in Area Vocational Schools. Jack Cooney, Dean, Technical Vocational Education, Columbia Basin College. S. R. Glenn, State Director of Vocational Education, and directors of three area vocational schools in Idaho.

11:45 a.m.—Luncheon

1:15 p.m.—The Law
3.30 p.m. Financial patterns for operation.
Responsibilities of local districts.
Pre-vocational and terminal training
Possible adjustments with the high school curriculum.

6:30 p.m.—Banquet, Student Union Building
"Vocational Education as Seen in the Russian School System." Report on a trip to the U. S. S. R. in April, 1965, by Mr. Arthur Brown, Superintendent of Schools, Troy, Idaho.

Friday, July 16:

9:00 a.m.—Committee reports

10:30 a.m.—Evaluation of the conference-workshop with reference to the conference objectives and to the State Vocational Plan.
Mr. Sam Glenn, State Director of Vocational Education, State Department of Vocational Education, Boise, Idaho.
Dr. John Green, Assistant Dean, College of Education, University of Idaho.

11:45 a.m.—Adjourn

PROGRAM PARTICIPANTS

Dr. William J. Micheels, President, Stout State University, Menomonie, Wisconsin.

Dr. Merle Strong, Assistant Director, Research and Development Section, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C.

Dr. John Green, Assistant Dean, College of Education, University of Idaho.

Dr. Eugene Giles, Professor of Psychology, College of Education, University of Idaho.

Dr. Kenneth Loudermilk, Director, State Occupational Research and Development Coordinating Unit, College of Education, University of Idaho.

Dr. Gladys Bellinger, Head, Department of Home Economics, College of Letters and Science, University of Idaho.

Mr. Herbert Winner, Professor and Head, Agriculture Education, College of Agriculture, University of Idaho.

Dr. William Biggam, Chairman, Industrial Education Department, College of Education, University of Idaho.

Mr. Kenneth Ertel, Teacher Educator, Distributive Education, College of Education, University of Idaho.

Mr. Jack Cooney, Dean, Technical Vocational Education, Columbia Basin College, Pasco, Washington.

Mr. Jack Jones, Supt. of Schools, Sandpoint, Idaho.

Mr. S. R. Glenn, Idaho State Director, Vocational Education.

Mr. Arthur Brown, Supt. of Schools, Troy, Idaho.

Conference Co-Chairmen

Mr. Ertel, Dr. Green, Dr. Biggam

Dr. Merle Strong, Assistant Director, Research and Development Section, U.S. Office of Education, did a fine job of sustaining the interest which Dr. Micheels had developed. Dr. Strong also made an extra contribution by speaking to a luncheon gathering which consisted of conference participants and Phi Delta Kappa members from the University Chapter. This presentation was particularly appreciated by the conference co-chairman, since it was a additional duty which Dr. Strong had not originally planned to take. The conference program followed the printed schedule rather closely, the one major change being in the Thursday afternoon session, during which the scheduled presentations were shortened so that small group discus sions could take place from 2:30 to 4:00. These sessions were necessary in order that the participants might have time to finalize their reports before the 9:00 A.M. Friday meeting. At the close of the conference each participant was presented with the certificate of completion shown as Figure 3. All of the formal presentations during the week were tape recorded and have been transcribed, edited, and mailed out to the participants. The speeches, reports, and hand-outs are included with this conference summary as Appendix A.

CONFERENCE PARTICIPANTS

Due to the late notification date of the conference, there were only 32 paid conference participants instead of the projected 40. Some of the superintendents, who had origionally accepted the invitation to attend the conference, had last minute commitments that prevented their attendance. At that late date there was insufficient time to replace them with other invitees. The conferees did, however, represent all four of the Northwest States, and a list of the members and their school districts is included in Appendix B. During the second day of the conference, a photograph of the

The University of Idaho

This is to certify that

has completed The Administrators Workshop in Vocational Technical Education

July 12-16, 1965

In testimony thereof we
subscribe our names

_____ _____

_____ _____

Figure 3
Conference Certificate of Completion

participants was taken. This is shown in Figure 4, together with the names of the participants. Dr. Merle Strong, Dr. John A. Green, Mr. Jack Cooney, Dr. Eugene Giles, Mr. John McDaniel, and Mr. Sam Glenn were not present for the picture. A list of the speakers who gave formal addresses during the week is included in the program which is shown in Figure 2. In addition to those listed, John McDaniel of the Idaho State Vocational Education Department, Helen Wilson, Idaho State Supervisor of Home Economics Education, and Dr. Florence Aller, Assistant Professor of Home Economics at the University of Idaho were also resource participants in the program.

EVALUATION OF THE CONFERENCE

From the high level of the enthusiasm displayed by participants, it was evident that this was a productive conference. Numerous superintendents expressed their personal appreciation to the conference co-chairmen and enthusiastically supported the idea of this kind of in-service training for school administrators. Several superintendents indicated in the discussion sessions that their faculty members had been sent to various NDEA summer conferences and summer institutes. However, when teachers returned with many new ideas and a great deal of enthusiasm for new programs in vocational areas, science and mathematic areas, guidance and foreign language areas, the superintendents felt inadequate to judge the new developments which their teachers had studied, and were often reluctant to implement some of their teachers' ideas because they lacked the understanding to support them fully. Obviously, no school program can succeed without the whole-hearted support of the superintendent and the school board. Thus, it was suggested by the superintendents that other conferences of this type relating to such topics as vocational education,

Back Row: Denton, Briggs, Nelson, Jones, Vopat, Loundermilk, Unruh, Souhrada, Ertel
Row 3: L. Hughes, Evans, Muller, Waln, Louk
Row 2: Baldwin, Turleyne, Shreve, Fike, Biggam, Stannard, Weinner, B. Hughes, Carberry, Burns, Coy
Front Row: Neal, Rogers, Brown, Larsen, Muscat, Hawkins, Micheels, Strawn, Thomas, Park, Peck, Bellinger, Wilson

Figure 4

science education, new mathematics programs, guidance, and the new developments in foreign language be held to give the superintendents better understanding of the programs and to generate the administrative support which would insure their support in the schools. Another suggestion which had concensus support from the group was the recommendation that the University follow-up this conference with other workshops dealing with specific aspects of vocational education. It was also suggested that the University set up an eight-week summer program for training local school researchers. Superintendents felt that it would be an invaluable service to them if they could identify one staff member from each school to attend such a summer session, since these staff members could then return to their schools and initiate action research programs. Although the administrators were interested in research at the local level, most of them felt unqualified to initiate and carry out valuable research programs. On Thursday, all of the participants were given an evaluation sheet, which they filled out and returned Friday morning. The results of this evaluation were summarized and discussed by Dr. John A. Green in the morning session, Friday, July 16th. The questions which the participants were to answer are shown on Figure 5. In addition to this evaluation, the participants were asked two other questions. First, would you be willing, during the coming year, to answer questionaires sent out concerning innovations in your vocational educational program? Second, would you be interested in identifying a member of your staff to be trained in research during a summer institute? All the participants answered the above questions affirmatively. The results of the conference evaluation are summarized in Appendix C. Since the comments which the participants wrote in were enlightening, representative comments are also included in this evaluative summary.

In hindsight the conference appears to have been very successful. During the past months superintendents have continued to volunteer favorable comments. Yet how well the general objectives were attained cannot be immediately ascertained and must await the follow-up to determine the extent to which new ideas have have been implemented.

APPENDIX A

Dr. William J. M'cheels Keynote Address -- July 12, 1965

THE CHALLENGE OF CHANGE

> "Everything in the past died yesterday; everything in the future was born today. The future so terribly real waits where it cannot be seen and comes rushing at us like the wind. What does history say of tomorrow? History says tomorrow waits with a big broom. Lincoln said the dogmas of the quiet past are inadequate for the stormy present. We must think anew; we must act anew, 'we must disenthrall ourselves'. When you disenthrall yourself, you break from the bond that held you. You let loose from old tradition and begin to make new ones."

These are the words of the poet. They fit the stage for asking the question, "What are we getting into?" Perhaps you doubt the sagacity of a poet. If so, let me use a quotation from the Bulletin of the Atomic Scientists:

> "If the human race is to survive, it will have to change its ways of thinking more in the next 23 years then it has done in the last 25,000."

We live in a time of explosions. I can think of no better word to use in describing the great changes taking place wherever one looks. There are explosive changes in population, cities and suburbs, under-developed nations, over-developed nationalisms, production, distribution, atoms, galaxies, satellites, medicine, and what have you.

Everywhere we look, we see new ideas coming into bloom. The world into which you and I were born is gone. And, let's face it, we have little or no idea of the world in which our children will grow to maturity.

In fact, about the only certainty we have is uncertainty. I do not make that statement as a pessimist; I simply use those terms to emphasize the fact that what we can be sure of is that great changes will continue to occur in all facets of our living.

In a sense this means that you and I are in the "change business". And if we can't make change, we'll soon find ourselves going broke.

You can SEE the change in the form of new schools, new highways, new supermarkets, new homes, moving balls of light up in the sky.

You can HEAR change in the form of supersonic booms of jet aircraft or television signals being bounced clear around the world.

If you want to TOUCH a big change, consider the new fabrics that have revolutionized the textile industry. The clothes which you have on right now are longer-wearing, smoother-appearing, and easier to care for than were your suits and dresses even 10 years ago.

Our very FEELINGS have changed. Remember how we felt about the Russians, Germans, and Japanese in 1945? Now, however, our official attitude toward these people is almost exactly the opposite of what it was only 20 years ago.

A recent issue of one of our popular magazines contained an interesting comparison of the times of King Solomon and those of George Washington. They both traveled in horse-drawn vehicles. Their homes were heated with wood. Their clothing was home-spun. Their houses were lit with oil lamps.

There was a time span of 3,000 years between King Solomon and George Washington, yet living was about the same in both eras. From George Washington until today represents about 150 years. But think of the fantastic changes which have occurred during that time, and especially in recent decades.

In retrospect, however, we can look back on the history of mankind as a series of explosions or violent changes. We had a dramatic philosophical explosion in Greece; spiritual explosions in South Asia and the Eastern Mediterranean; a more subtle appreciation of beauty unfolding during the Renaissance; a commercial and industrial revolution; and now we are in the midst not only of a technical and scientific explosion, but various types of people's revolutions. And we are told that the dramatic discoveries that brought forth the atomic age will be minor alongside the discoveries that will soon be made in biology, and medicine, through biochemistry.

During the past 20 years we have seen more technological change than in all of recorded history. It took 112 years from the time the principle of photography was discovered until it became a commercial product; 56 years for the telephone; 35 years for radio; 15 years for radar; 12 years for television. It took only 6 years for transistors to find their way to the market, and the solar battery was hardly out of the laboratory before it was orbiting the earth in one of our satellites. This is what I mean by being engulfed in technological change.

But this is in the past. We seem to have taken this in stride--at least on the surface. But what are we getting into as far as the future is concerned?

For the adventuresome few, space travel will be possible before long. The comic strip antics of Buck Rogers are about to become a reality. But the real break-through will come when we top in on the "encyclopedia galaxies." This is a new and exciting term I learned in the process of preparing these remarks. (This takes the place of some other facts and figures).

We know there are millions and millions of worlds and stars around us. We hear from more and more scientists that there is something like the human race not on the Moon or Mars--but someplace else. This means the human race is not alone in the universe.

Now let's consider the dynamics of the process. Several examples will illustrate what I mean.

First, the vacuum tube. Its principle was understood around 1900, but there were no major applications of the vacuum tube until after World War I. The transistor was developed in 1948. Within 5 years it was being used in many types of equipment. The solar battery was hardly out of the laboratory before it was flying in our satellites.

Another example--

It took almost 50 years from the time the Wright Brothers flew their first airplane until we learned to build an airplane that could fly faster than sound at 700 miles an hour to 4,000 miles an hour in the X-15. Then it was just a few years later, 1959, when we were reaching out beyond the earth's atmosphere with space craft which could travel up to 25,000 miles an hour.

Dr. John Turkevich, of Princeton University, uses these words in expressing his assertions:

> "I think that man is not very important in this universe, that the earth is not the center of the solar system, and that the solar system is nowhere close to the center of the earth."
>
> "It's almost certain that we are not the most advanced of living things. In fact, we may be very dumb. You may say, "Well, why didn't they communicate with us?"
>
> "It's possible, and I think almost certain, that they sent out their wisdom through space millions of years ago. I think we have all this information all around us-if we only knew how to tune in on it."

These are the words of a highly able and respected scientist. This is what you are getting into.

I have alluded to the exciting possibilities which biochemistry and related disciplines hold for you in the realm of the life sciences. Dr. Turkevich was talking about this challenge also:

> "Once we understand the biological procession, we'll subject them to control.
>
> "Deficiency diseases and maladies caused by harmful living conditions that we create ourselves, will be remedied. Virus diseases will be exterminated. Mental disorders will be rationally explained and effectively treated by drugs and sympathetic psychological environments. Diagnostic procedures will be sufficiently sensitive and incisive to forestall irreparable deterioration of health."

In my lifetime, and I do not feel too ancient, I remember distinctly the first radios that were in the City of Menomonie. I also recall vividly the transatlantic flight of Colonel Lindbergh in 1927. Then, a bit later, the cross-continental passenger flights of airplanes leading into the DC-3, DC 4-5-6-7, and then into the DC 8 a jet, as well as the Boeing 707 and the orbited flights of the Russians and our space-walking astronauts. I have also seen the population of our country just about double during my lifetime.

I am reminded of a story that a friend of mine tells. He says, "My grandmother rode in the horse and carriage, but she was afraid to ride in an automobile; My mother rode in an automobile, but she was afraid to ride in an airplane; I ride in an ordinary airplane, but I am afraid to ride in a jet; My daughter rides in a jet, but she is afraid to ride in a horse and carriage."

In talking about the rapidity of change in present day living, I recently ran across interesting facts that seemed to me to get right to the point as far as you and I are concerned. In 1936, just nine years ago, a person interested in chemistry could subscribe to an annual publication which summarizes all of the research results in chemistry. The cost in 1956 was $60.00 per year. This same publication now costs $500 per year for the individual who wants to have abstracted summaries of all the research results.

For the field of biology, the cost was $50 in 1956 and $180 now. A similar publication summarizing foreign language research cost $60 in 1956 and $325 now.

This seems to me to be rather drastic evidence of the rapid rate at which the explosion of knowledge is taking place.

Throughout the world almost 75,000 scientific and technical periodicals are published in some 65 languages. Each year these pe riodicals contain almost two million scientific and technical articles. These articles in turn are indexed in about 3,000 scientific and technical abstracting journals.

How many of these have you read during the past year?

You may have heard speakers assert that our store of knowledge doubles about every 10 years. This may be conservative, but let's accept it, because this allows me to say that there is about 100 times as much to know now as was available in 1900. Do you and I know this much more than our grandparents?

And what about the students now in school? They will be living and working in the year 2000. By then there will be more than 1,000 times as much knowledge as there was at the start of the century--knowledge of all kinds to record, to sift, to store, to search out, to teach about and hopefully to use with some degree of sophistication and discrimination.

In this connection I read two interesting assertions recently:

A General Electric plant manager found that, without re-training, a third of his $700 skilled workers would have to be replaced in 10 years because of obsolescent skills.

As to white collar workers, a Westinghouse engineer recently calculated that a graduate engineer has a half-life of about 10 years. Half of what he now knows will be obsolete in 10 years. Half of what he will need to know 10 years hence is not available today.

We talk about an explosion of knowledge. I wonder if this is the best term. An explosion blows and abates. What we have in the knowledge industry is an explosive avalanche which is advancing upon us in geometric numbers.

This is the setting in which we must ask ourselves: What lies ahead? The knowledge explosion is but one factor, albeit basic. Alongside are the population explosions, the technological explosions, the social explosions, the forces of nationalism and the many side effects which accompany these phenomena. We have accepted what a political philosopher calls "the acceptance of instability."

This instability takes many forms. We use it on our college campuses in the form of student unrest. We see it in the manner in which traditional job patterns are changing. We see it in the changing concepts at work and leisure. We see it in the various patterns of social unrest that are present, not only in our country, but throughout the world.

A recent Time story on "The Computer in Society" talks about the twenty-hour week and the creation of a mass leisure class. The article goes on to state that some radical prophets foresee the time when as little as two percent of the work force will be employed, which is another way of saying that our whole concept of people as producers of goods and services will become obsolete. The report states, "even the most modern estimates of automation's progress show that millions of people will have to adjust to leisurely, 'nonfunctional' lives, a switch that will entail both an economic wrench and a severe test of the deeply ingrained ethic that work is the goal and neccessary calling of men."

Some people are talking now about a return to the ways of ancient Greece where the citizens had time to cultivate their minds, enjoy their arts, and improve their environment while the slaves did all of the work. The slaves, in this case would be the computers.

One thing, however, has not changed. People will still get married and raise families. But here they will face a significant challenge of change, because the American family has been changing. A philosopher, describing the changes in the American family, summed it up this way:

> "Along the path of its development, the American family shed in-laws, grandparents, cousins, aunts and retainers; it handed over production to the factory and office; religion to the churches; the administration of justice to the courts; formal education to the schools; medical attention to the hospitals; and it has begun to hand over areas of the basic life decisions to the psycho-therapist."

I am not sure that even police state methods can stop the forces of revolution we are now going through. But attempts will continue to be made. We can further expect friction and conflict. Students on many campuses have become more and more active in efforts aimed at the resolution of social problems. This is a healthy sign, although it brings difficulties which we will have to learn to take in stride. I prefer to use the term difficulties rather than problems--difficulties of college traditions, community mores, social prejudice and the like.

Everything I have been saying has direct implications for education, both general and vocational. As I look ahead to the effective and good education of the future, I see it becoming more and more difficult to distinguish between what is general and what is vocational. What is general education for one person may be vocational for another, and vice-versa.

The important point that I have been leading up to is that the education of the future be geared toward change. We are concerned in this conference with preparing young people for the world of work. My next paper will deal more specifically with this topic, but in the contact of a changing world and a changing process of education.

In preparing ourselves for this task we need to heed the words of the wise:

Perhaps Carl Sandburg wrote this just for you,

> Lay me on an anvil, O God
> Beat me and hammer me into a crowbar
> Let me pry loose old walls
> Let me lift and loosen old foundations

--Carl Sandburg, Prayers of Steel

Congratulations and God Speed!

Rough Draft of Dr. W.J. Micheels, Address
Tuesday, July 13

EDUCATION FOR ALL THE CHILDREN

I am reminded of something from THROUGH THE LOOKING GLASS maybe as a theme for today. The queen says to Alice, "It is the poorest sort of memory that only works backwards." Let's remember that. This is a conference devoted to change. My remarks this morning are a series of notes rather than a coherent or publishable paper. I would like to suggest at the outset something that actually may be impossible. I would like to suggest that today and tomorrow, that you, as conference participants put aside all traditions, put aside all reasons, put aside all prejudices about why something can't be done. Now this is hard to do! Even as I am standing here or as some of you friends are talking, you are reacting, "You can't do that." "No, that can't happen in my school." Some of this happened in the workshop yesterday, in the give and take of the discussion group. But I would like to suggest, even though it might be impossible, that you try hard to concentrate upon what might be done, and in the process that you hitch-hike on other peoples' statements and build on the ideas that other people present, rather than spend your time trying to tear them down. Now, this is not easy to do. This is a hard job, but it can be fun, and I would hold out this challenge to you. What is the place of vocational education in this era of accelerated techniological change that we were talking about yesterday? Where are we going? Why are we going? How are we going? I think a good starting place here is to come back again, and to look to our heritage. We must educate all the children of all the people. This is the only way, said our forefathers, to guarantee the success of our bold plan to fashion a political and social structure whose basic premise lies in the dignity of the

individual. In building on this concept, our second President, John Adams, wrote, and I quote, "The instruction of the people in every kind of knowledge that can be of use to them in the practice of their moral duties as men and citizens, and of their political and civil duties as members of society and free men, ought to be the care of the public and of all who have any share in the conduct of its affairs, in a manner that has never yet been practiced in any age or nation.." This thinking was translated into action. We did establish a system of common schools that had never yet been practiced in any other age or nation. This prompted James Russell Lowell to write, many years later, that it was in making education not only common to all, but in some sense compulsory for all, that the destiny of the free republics of America was practically settled. Such is our heritage. It resulted in the establishment of a comprehensive system of public schools, extending into every community of our country. It is symbolized, of course, by the little red school house. The little red school house was called upon to unify our nation, assimilate our immigrants, and educate all the children of all the people, in keeping with the needs of a democratic society. The little red school house accomplished its aim. The goals were clear, the task was straight forward. The end results, of course, were not perfect but the fundamentals of literacy and citizenship were implanted in the body politic in a manner that had never yet been practiced in any age or nation. In this century, we have continued to turn to the schools in keeping with the need to educate all the children of all the people. However, our needs have changed. Living has become much more complex. We have asked the schools to assume a major responsibility in preparing new generations for the changed conditions. The little red school house has been supplanted by a high school in every community. Along the way, we saw that the preparation for the world of work should not be left to chance.

Starting in 1917 we began a nationwide program of vocational education. More recently, we became highly concerned about the competency of our young people in mathematics and science. But in each of these instances, and many others that I haven't noted, we have turned to the schools as primary institutions to provide what was needed.

Now let us skip to another dimension. Accelerating changes our industrial centers about which we talked yesterday have swept over us so rapidly that I doubt that we have been aware of the real impact on the lives of our younger generation. I dare say that many of us in this room, most of whom had our origins in an agrarian society, learned to read, to write, to cipher at the little red school house and around the family table. In a very real sense, our vocational, our civic, and our moral training was received in a closely knit family and rural community. In such a setting, both boys and girls were assigned a variety of chores and responsibilities in keeping with their strength and their maturity. Today's boys and girls have little opportunity to participate in these vital activities in either the home or the community. Our technological society has exploded but we have given very little attention to its impact on our children and youth. A serious gap has been created as we have found no substitute for the socially useful work which had a basic role in the moral and civic education of yesterday's youngsters. Technology has created products to fill the vacuum in the form of movies, automobiles, hot rods, television, comic books, and the like. But serious questions can be raised about the ability of these things, at least thus far, to fill this gap of moral and civic training. It is obvious that the problems raised by this phenomenon are not the concern of the schools alone. In fact, it is a cause for concern on the part of all institutions in our society because it affects the very fiber of our society, and demands the concentrated attention of all.

Now I would like to digress to make a prediction concerning the Job Corp as a part of the Economic Opportunity Acts. This business of finding jobs in the summer for young people is a very serious matter. I predict that it will not be long before the schools or some other agency will be provided with funds so that we can provide work experience for young people, and perhaps work-study experiences as a part of their summer activities. In some parts of Wisconsin, we have such programs this summer, growing out of some of the floods we had along the Mississippi and its tributaries. Through an emergency grant from the Federal government the state was able to set up some local types of Job Corp to clean up debris. Numerous students are working along the school area because the school was along the river. I predict that one of the things coming out of this Education Act or this Equal Opportunity Act is that we'll find some way to provide this kind of experiences to youth. In Menominie, this has been a serious problem and we developed, with the help of a judge, what they call a YES program; a Youth Employment Service. Some of the service clubs are helping to register young people who want work at industries or businesses in small communities that have work. We are at the dawn of an Atomic Age and a Space Age, and as we face this future, what does it mean to educate all the children of all the people? We know that the three R's will continue to be basic, but much more is needed. But thus far, in our discussions, we have proceeded in much the same manner as a person would who goes about making a crazy quilt. A little patch here and a little patch there, and not much in the way of coherent planning and pattern. Here again, I think, in facing the problem , we ought to re-assert some of our basic faiths. We continue to believe in the dignity of the individual. We believe that the welfare of our country depends upon the welfare of each individual. We believe

that each person has the right to develop his highest potential, in order that he may make his significant contribution to our society. We believe that we must continue to educate all the children of all the people. What do these dictums mean for education, at this point in time? I think they demand that the concept of the three R's be both intensified and expanded. We must learn how to make each young person literate, in keeping with the needs of an expanding technological society. We must find ways, in other words, to help each young person learn how to live, and how to make a living in our society. We must take a new look at our practices in preparing young and old for the world of work. This is the goal I want to explore briefly this morning. But in the process of doing this I don't mean to minimize the importance of learning how to live and what to live for. Actually, all of these eggs are in the same basket. You know, we have had programs for the training of skilled tradesmen. We have recently subsidized the training of scientists; we have encouraged the education of more physicians and other types of specialists. But we have never made an all-out massive attack on preparing all our citizens for the world of work, and for living in a technological society. Faced now, by the awesome challenge of a sophisticated space age, by the accelerated development of technology and automation, by job mobility, by the explosion of our population, by the rapid movement of people, and the concentration of great masses in metropolitan centers, faced further by the rising ranks of technological unemployment in our society, we need to learn how we can provide each person with the opportunity to prepare himself for this world of work, wherever he needs that preparation, whenever he needs it, and for as long as he may need it. This is not a job for vocational educators alone. In fact, I, as a vocational educator, would not trust it to vocational educators alone, even if it were offered. The responsibility is one which must be shared by all segments

of our schools and our communities. The need is massive. Therefore, the approach must be massive.

I have listed ten points of ten needs, some of which we're seeing met slightly, some of which we haven't met. First, we need new concepts, new processes, new techniques, much more comprehensive than our traditional image of vocational education. Part of this is what you are here for this week. Second, we need a massive, co-ordinated attack on the problem with major effort on the part of industry, labor, the community, home, educational institutions, and government. We are beginning to get this coordination. We are getting some money now, but we do not as yet have a well co-ordinated program. Whether this should be national, or state, I think it is going to become state-wide. Our challenge is to see that we use this money wisely, and that we do some careful planning in order to meet these needs. Third, we need occupational training and re-training programs which begin at an earlydate and continue as long as the individual needs the training and can profit from it. I think there is a fallacy in the idea that vocational training is dichotomous, that we put up some kind of a curtain, that it all of a sudden begins and we argue whether it should begin in the eleventh year, or the twelfth year, or thirteenth, or fourteenth year. I think that the people in the elementary school ought to have some feelings, and some thinking, and some values, and some ideas about vocational education. I think you will agree with me that good basic training is perhaps as important as anything in an improved program of vocational education. Of course this starts at the elementary school. Fourth, a new focus on the needs of people, rather than on selected occupation in which training ought to be given. I think this is what we ought to concentrate on this week. What are the needs of the students in my small community, rather than say, "We are going to offer woodworking and machine shop," as a starting point. This is why in many areas you have woodworking shops and vocational schools that are

practically idle. In our state, there are very few woodworking shops as such left within the vocational schools of Wisconsin. My point is that we need an emphasis on the need of your students rather than on the occupations. Fifth, we need a careful new look at our programs of vocational guidance in the schools and the community. Sixth, we need a new look at the place of women in our work corp. When you realize that about a third of our work force presently is made up of women, and we usually approach our thinking and our planning in terms of men, I think that it becomes obvious that we need to do some re- t hinking there. Seventh, we need new types of programs that will provide competent teachers for emerging technological programs. This whole idea that you had to get six or seven years of work experience in industry before you can teach in the vocational program is going to have to go by the board; in many places it has already because there are not enough teachers or workers available for us. We are going to have to find different ways of providing the college and university training that is necessary and, in addition, give teachers some kind of industrial on-the-job experience. But, we may have to do this in a co-operative type of program. One institution, Central Michigan University, has received a grant just recently from the Ford Foundation to try out some type of Co-op, on-the-job training for vocation teachers. This is significantly different from the old approach. Eighth, we need a national program of research to provide encouragement, resources, and co-ordination in getting at the many problems of education in a technological setting. And we are beginning to get this. To this point, it has not become very well co-ordinated, but we initiated research centers to help coordinate our efforts. I understand you are getting one right clom by at Washington State. Ohio State has one. There are some in California and there are many other centers. The University of Wisconsin, incidentally, has a research center financed by Ford

Foundation money, although here they hold all the facilities of a University are available for this inner-disciplinary approach. Their vocational education programs thirty years ago had been dropped and now they are getting back into it. Ninth, we need a continous program of appraisal and evaluations to keep us on our toes. I notice in your program here you are paying attention to evaluation. And tenth, we need a new basis for the allocation of support funds in keeping with these new concepts which I have metioned. I think we are going to be getting new ways of allocating support funds. All of this, in some respects, is in contrast to tradition. It is not going to come fast. The framework for meeting these needs has been passed in terms of money and in terms of Federal legislation. Changes are going to be taking place rapidly...they already are. More schools will be entering occupational training. Those people who attempt to ignore these changes are ignorant. Those who fear these changes are cowards. We simply have to realize that to some people these changes will mean an unhappy uprooting of a very settled existence. To others it may mean discouragement, disillusionment, and even despair, because their security is attacked. But to the vast majority, I hope, these changes will be an exciting opportunity and a symbol of the progress and challenges of the future.

We are now embarking on a momentous binge in this matter of preparing all kinds of people for the world of work. The possibilities are stupendous, even awesome, and all the while fraught, as somebody mentioned yesterday, "with the evils of pork barrels." Change is happening in all of education. As we embark on this binge, there are many kinds of bottles and we have already tasted enough to get the feeling of excitement. But I get concerned about the whip-lashing effect. After all, after having some of it, some of us get dizzy and unable to digest, assimilate, and properly use all these elixirs that are coming to us in the form of dollars.

We are entering the Golden Age of Educational Research and Development. I wonder if your mental set is geared to this change. I doubt it! I will be frank with you, I doubt it! Because part of my job is to think about such things and I find it very difficult myself, even when I concentrate on trying to, I wonder if your mental set is geared to the changes that are coming. Some of you will probably leave this session calling me a soothsayer, or an impractical dreamer or theorist, but three years hence I would like to talk to you again and see what will have happened.

Learning a trade is no longer sufficient as a capsule summary of good vocational education. No single craft can be considered as permanent in the emerging world of work. "Learning my first trade" might be a better slogan, which implies that the learner is receiving learning experiences and making systematic preparation for changing jobs. The new vocational education must concentrate on the learning of salable knowledge rather than salable skills. Some may not agree, but the signs are very clear. And it is not something that has happened overnight. The trend can be traced back to the nineteen-thirtys, although the needs of World War II caused a temporary reversal in what you recall was a sudden upsurge in the need of unskilled and semi-skilled manual workers. Now we see it coming back again. Skills, of course, will be needed and are very important, but the vocationally educated person of the future will be able to develop these skills in a hurry if he carries with him the salable knowledge upon which the skills are based. This type of vocational education will require much more than the addition of some so-called theory courses to what we already have. This would be folly. What is needed is an entirely new structure or structures which will provide a meaningful and defensible basis for organizing subject matter content in keeping with technological needs. Washington State is trying something along this line. They are approaching the problem by trying to identify clusters of occupations. And I talked with Dr. Beckanis about

this. I hate to be pessimistic but this is a difficult task. I hope that they jump into it with both feet and come out with something. Various attempts are being made around the country to develop theoretical conceptual frameworks. We need a theoretical, conceptual framework as a point of departure. This holds some promise, but much experimentation and refinement will be necessary. The people in home economics have been working on this approach for some time. As I mentioned yesterday, we have been doing something similar in an experimental program at Stout on the study of American Industry. Of course, this same sort of thing is happening in a variety of disciplines, the sciences, mathematics, and in the foreign languages. A name that has become very popular in the literature is that of Bruner at Harvard. If you might perhaps be interested in getting a quick evening review of some thinking along this line, you might pick up his little book called The Process of Education, which is a report of the Woodslow Conference at which a group of scholars in a variety of disciplines got together several years ago and discussed some of these emerging break-throughs in education. This is a very good little book. It covers in detail the thing I was talking about yesterday. The need to study the structure of knowledge rather than the facts of knowledge. In this book, one of the significant things you will find, among many, is the statement that it is possible to teach anything to any youngster if we only learn how to teach it to him, in the way he learns, and at the level of sophistication which he is able to assimilate. Now, putting that into a practical sense, we are finding that even the subject of calculus, which we so often thought of as being an advanced college course, can be taught to youngsters in the first and second grades.

I repeat, we learn how to teach it to them the way they learn and at the level at which they learn, and at the degree of sophistication at which they are, as far as the concept is concerned. Now, this doesn't mean that you go in and

teach them like you do in a mathematics class and have them memorize. They are finding that with some of the very complex concepts of biology, they are able to do the same thing. How many of you remember when you took your testing course or your statistics course, how far along it was before you were dealing with the theory of probability? They can teach that right down in the elementary schools. They are teaching it differently than they do in our statistics course. And the theory of probability has innumerable non-mathematical applications, particularly in the field of decision making. All I am trying to say is that great changes are coming that we ought to be aware of, and that we ought to alert our faculties too. Because actually the problems of vocational education represent aspects of a much broader challenge.

As I said yesterday, we have need for what one political philospher called the acceptance of instability. This instability takes many forms. We see it on our campuses in the form of student unrest. We see it, in a manner in which the traditional job patterns are changing. We see it in the mobility of our population, in the various problems of the social unrest in our country, and throughout the world. This instability will be affecting our work force, and thus vocational education. The traditional crafts are on the way out. This is a difficult fact to accept because it strikes at the very roots of our industrial organization, our labor organizations, and the related traditions that have become almost a part of our heritage. And acting on this fact is bound to bring conflict, as it already has in some industries, such as railroading. It will bring conflict because, as Peter Trucker says, it undermines the psychological security of the skilled man even when it offers him greater job opportunities and higher income. What is the education industry doing about this? Very little, that I know. Let me repeat another example from yesterday. A. C. Monte, of Westinghouse Company, calculated that even a graduate engineer has a half life of ten years. Half of

what he now knows will be obsolete in ten years, and half of what he will need to know in ten years is not even available today. Again repeating some thoughts from our discussion session yesterday..."Learning how to learn will be the most important skill we can offer our students as we prepare them for the world of work." And in this process we will be breaking down the barriers between so-called general education and so-called vocational education. I wonder though, how long it is going to take before we stop fighting this windmill. It is going to be quite a long time. I have another example here prepared by a Yale social scientist called, "What Do You Have To Prepare Your Young People For?" He prepared a hypothetical case history of a young man who had some manual dexterity, but who graduated this last spring from one of your high schools. He works for two years as the semi-skilled operator in a petroleum factory. Then for the next two years he is a gas station attendant during the day, and takes courses in mechanics at night school. For one and one-half years he is a drill-press operator in an automobile body plant, and then switches to a higher paid mechanical maintenance job in the same plant for another two years. Then the whole plant is partially automated and he is put out of work. For a five year throw-back period he works as a garage mechanic and in a restaurant. Finally, he finds employment in a home appliance manufacturing company where he stays for fifteen years, first as an assembly line inspector for five years; second, as supervisor in the electric component department for five years until that department closes down; and third, as a desk man in the firm's computer center. His total is nine occupations in less than thirty years. This is an example of what Alfred North Whitehead predicted many years ago, when he wrote, "The fixed person for the fixed duty, who in older societys was such a god-send, in the future will be a public danger." What school has had ears to hear this?

Let's now turn to this matter of enrollment. And I shall focus upon college enrollment, because this is where the bulge is happening right now. Some people are saying that these burgeoning enrollments will soon create a catastrophe. But to me it appears to be an opportunity. It is in times of significant change that society has a chance to shape a better future, and the more power we can release with which to do the job the better. And the power we need is educated people.

You know, it is hard for people to realize but in a very real sense, we have no choice as to whether we will spend money on our young people. The only choice is where, when, and how we will spend that money. Will we spend it to make them productive citizens at a time when jobs for the unskilled and the uneducated are vanishing, or will we spend it on them later to provide for their relief and welfare, or to imprison the criminal? The latter is much more expensive than the former. Education costs money, much money, and our citizens need to realize it. But the facts show that the returns which are gained in taxes alone are many times greater than the initial costs. For example, after World War II we made such an investment in education through the G.I. Bill of Rights. As a result of this bill we prepared 450,000 engineers, 180,000 doctors, dentists, and nurses, some 360,000 school teachers, 150,000 other scientists, and many other professional people. The G.I. Bill today is giving us a return on our investment at the rate of nearly one billion dollars a year in additional income tax. And these figures do not include the more intangible benefits that come from more people who are educated, people who produce more, consume more, and make wiser decisions on the conduct of our society.

In conclusion I would re-emphasize the thought that the greatest investment we can make is in the trained minds and created skills of people. I think this is the challenge before you this week. And I think you ought to take back to each

of your communities the words of Walter Lippman, because we can ponder them carefully:

> He said, "We must measure our education effort as we do our military effort. That is to say, we must measure not by what it would be easy and convenient to do, but whether it is necessary to do in order that the nation may survive and flourish. We have learned that we are quite rich enough to defend ourselves at whatever the cost. We must learn that we are quite rich enough to educate ourselves as we ought to be educated."

In education quality teaching is the key, and I would like to finish with a favorite quotation of mine on the education of Henry Adams. He said, "A parent gives life, but his parents give no more. A murderer takes life, but his deed stops there. A teacher affects eternity. He can never tell where his influence stops."

Rough Draft of Dr. Merle Strong's Address -- Wednesday, July 14, 1965

OPPORTUNITIES FOR DEVELOPING ACTION RESEARCH IN VOCATIONAL EDUCATION AT THE DISTRICT LEVEL

For years in vocational education we rocked along with a rather traditional program. In the rural areas, we had agricultural education for farmers, home economics education, for homemaking, and this was really the extent of the program. City programs, as well as rural programs, were somewhat traditional. The secondary programs prepared people for college, and this was a main objective even though most jobs in our labor force did not require a college education. Several factors in our society have caused educators and laymen to take a new look. These same factors, I think, may serve as bench marks, or basis, or inquiry for the identification of specifics of study and research. Early this year, in reporting to congress on the National Economic Health, President Johnson said, and I quote, "Our security is wide spread, but not complete. Our growth has been steady, but its permanence is not insured. Our achievements are great. But our tasks are unfinished." In commenting on this statement by Johnson, John Donovon, who was our Man-Power administrator in the Department of Labor until a few months ago, said that very much of what is involved in meeting these shortcomings, lies squarely before both the education community and the framers of the national manpower policy. Now, as educators, our shortcomings are evident, when we face the fact that on a national average, only six out of ten graduates of high school enter the labor market with no particular skill training. The opportunities for vocational education are quite limited. Really, the smaller the school the less likely the opportunities are to be available. We have had the problem of keeping the program in pace with the technological advancements with limited budget and

limited enrollment. A number of very specific things have forced us into thinking more directly about vocational education: the unemployment problem, the drop-out problem, and the problem of minority groups.

Vocational education has become a national concern, and the Federal government has provided seed money through the Vocational Education Acts. Most of you are well aware that the Vocational Education Act of 1963, has as its undergirding purpose, the provision of vocational opportunities for all persons -- all youths and adults in all geographical areas. The implementation of such programs will be difficult. However, with research in which you have some concern I am sure we can make an impact upon the problem.

I would like to talk to you a little about some of these areas of needed research. I won't mention these in any particular order, I don't claim that they will be all-inclusive, but I hope that they will stimulate your thinking about some of the answers which you might need to know before developing programs.

Questions which need answering include: What kind of programs can best serve the needs of youth and adults? What are our program needs at high school level? Now, before you can move on this level, I think that you have to know what happens to your students. How many of them finish high school? How many drop out? What about their mobility? Where do they go? Did they stay in the community in which they were educated, or did they go someplace else? What happens to those students who drop out? Where do they go to work, or do they go to work? How many are unemployed? How many pursue additional training? Where is the nature of this training? We have to take a hard look at what are the employment office opportunities.

I know that you are in an agrarian area. What are the opportunities in farming? And here I think we have some real mis-conceptions nationally. You know, we keep getting beaten over the head by the Department of Labor and others,

for the traditional amounts of money that have been spent for agriculture education vs. money in some of the trade industrial technical areas. But we must ask ourselves, "what are the needs in training for persons in farming?" Then we should base the training program on our answers. What about related occupations in agriculture? The manufacturing occupations? The service occupations, and others?

I think we have to know something about the aspirations of our youth. What do the youth seek? We probably need to do something about raising their aspirations also. It may be that their aspirations are at a rather low level because they don't know of other opportunities. What about mobility? We think we have to take a look at what is the present mobility, but I think we have to also do some research and speculating on what may be the mobility if we provide adequate training. Will the people move? And I think that this differs in areas of the country. It also differs for the different educational levels. The highly educated population is highly mobile. I would suspect that most of the University staff, for example, were not reared in Idaho.

What kind of vocational programs are needed to serve the needs of youth, adults, and the handicapped? You know, the Vocational Education Act of 1963 had broadened the spectrum tremendously in terms of the objectives of vocational education. We are now talking about all levels, from the highly skilled occupations to the semi-skilled. And this latter has been the disadvantage group who has been really the forgotten group for some time. What about training for the out-of-school youth and adults? What should be the entrance requirements for your training programs for out-of-school youth and adults?

What are the organizational patterns? You are faced in Idaho, as we are in many states, with small school districts. That is, small attendance areas. There is a tremendous move all around the country to do something about consolidation , jointures which would include more than one school district so that you

can provide services that you cannot provide for a small population. Maybe you will have to do something about residential schools. Mobile classrooms are being considered in a few places around the country as a way of providing vocational education. What about curriculum patterns?

It seems quite evident that you do and can continue to provide agricultural training programs for farming. I know that you are talking about what you can do for related agricultural occupations. It is my opinion that the most effective programs in this area must utilize numerous types. Many of the so-called agriculture related programs that are being talked about, require skills and knowledge in distributive education. Some of these cases are from office occupation, home economics education, and in some cases trade and industrial education.

What do you need to do in terms of your pre-vocational programs? What are some possibilities in terms of teaching clusters of occupations? A very important question is, "What are the needs in agriculture, in man-power, in business and industrial society?" What teaching methods can best be used? I think, in the smaller places, as well as in the larger districts, we are going to have to take a look at the possibilities of expanding individualized instruction. Perhaps we can no longer provide instruction for classes of twenty or twenty-five in the traditional kinds of classes that we have had. Programed instruction has possibilities. The use of television and other mass media may have possibilities. I think we have to take a look at what type of exploratory programs we need to develop. I do not know much about your industrial arts programs in Idaho, but they also fit into the picture. Not industrial arts as vocational education, but industrial arts as an exploratory program on which to build.

The area of disadvantaged youth is another very difficult and a most challenging problem throughout the nation, whether it be in a rural community or in a big city. These are the disadvantaged named in the act; those with socio-economic or other handicaps. This includes a broad range. I am sure that in every one of your communities you have these kinds of people who will be entering the labor force or who will be unemployed perhaps without the benefit of any saleable skills. The co-operative program, I think, is one of the programs which provides real opportunity. It is one that I think we need to do some additional research on to determine where these programs can serve.

The last thing that I would mention is this. In light of the innovations that we have been talking about, how can standards of quality be maintained while at the same time providing imaginative, creative kinds of program? We have been much criticized in vocational education for offering a traditional type of program and for having unrealistic standards. You are aware of these criticisms, just as I have been. And I think we deserve many of them. On the other hand, as we get licensed to do all kinds of things, I think we have to keep quality standards in mind.

Let me say that I am impressed by this workshop. This is the first time that college deans, educators, and general teachers were involved in a workshop on vocational education, and this is very good. The best minds in several fields are working on one problem; seeking a means of providing adequate educational programs. I think this needs to be a coordinated effort. I don't think that all of these needs can be served at the secondary level. I think some of the types of training will have to be postponed until after leaving high school and graduating, or in some cases, dropping out. And here I would just ask a question about the area schools that are being set up. It appears to me that Idaho is really moving up and doing a commendable job on this. But might this role be expanded?

Following are a few projects which were submitted for support under the Education Act of 1963. They may have implications for the work that you are doing. The first one is from Wyoming. A project entitled "A Total Educational Technical Vocational Program for Small High Schools" and this is submitted by the University of Wyoming. The objective is said to be to find a solution to the problems that exist in the small rural high schools in providing vocational technical education opportunities equal to those found in regular vocational technical programs in larger schools. I do not think that this is a realistic proposal. I do not think that the objective is realistic. How can some of the rural areas provide programs that are equal to larger schools? They hope to develop ways and means for providing supervised occupational experienced programs where limited opportunities exist. They hope to develop procedures for using the craftsman ir the classroom and the community resources as resource personnel in the educational and experimental programs. They plan to explore the idea of using mobile teachers and laboratories to develop demonstration materials and training programs adaptable to individual instruction in the various occupational areas. They hope to use team-teaching and the like. Phase one of the program will consist of selecting members of the advisory committees and adapting various materials to be evaluation instruments and programs that have been successful in larger high schools and conducting surveys to determine availability of resource personnel. And then, through these methods, they hope to develop programs that will meet the needs of the individual by establishing and conducting experimental programs of vocational technical education at the university high school during spring semester. The thing that seems to me not too realistic about this is that the small rural areas can hardly duplicate the big city programs of vocational training, even though they can learn much from studying them. If they talk about serving the needs, that is possible, but in a one semester program.

It is not necessary to follow the big city program. Here is another project. A demonstration center at Reedland High School for training farm youth in non-farm agricultural occupations. This proposal is to create a demonstration center which would serve to develop and to define the training program that has been in operation for about eighteen months and then to demonstrate it to others across the nation. It is a Kentucky project which has just been reviewed this week, and I do not know whether it will be funded or not. Some of the thinking behind it is that Kentucky, recognizing that many able farm boys who have been taking agriculture will not stay on the farm, has been developing a co-operative program of non-farm agricultural occupations. The pattern of instruction includes a 180 hours of class instruction, and 200 hours of supervised work experience in an agricultural business. The instruction is oriented to agricultural business which sell feed, fertilizer, agricultural chemicals, and other agriculture supplies and services. I would hope that the skills of business education are included in this type of program, since the worker would need basic office skills, as well as background in agricultural work.

Another one I would mention is a revised structural program for slow learners to include their job placement opportunities. This one is provisionally approved, and I think that it is funded now. It is in Medford, Oregon. I assume that this is a community not too different from those which you come from. The study consists of three phases. Phase one is the identification and analysis of the capabilities of slow learners as regards to jobs available and skills required. Phase two is a revision of the high school curriculum program to meet more adequately the needs of this group. Phase three is to be field trials and demonstrations. I think this one might be quite significant. This slow learner group is sort of a forgotten group, and I don't think we have many answers in this area.

I am particularly impressed with this project because it involves the total community . I think you as supervisors and superintendents are going to have to find some community involvement if you are going to solve the needs of your youth. You are going to have to do something with the total high school curriculum to make it more realistic. On the plane yesterday I sat beside a principal from a small town in one of your neighboring states. His school was not providing much in the way of vocational education, but at the same time they were offering Latin, French, and Spanish. This, I think, is a little unrealistic.

The next project is Preparation for Progress in the Future, and is a study submitted by the Director of School Broadcasting in KUKD, San Francisco. It is a study in the use of educational television for the Spanish American. I mention this not because a study itself has any direct implication for your area, but I think that the use of educational television has some implications. You might do some thinking about this as a possibility.

Another project is The Fate and Probable Future of Potential High School Drop-Outs in Alexandria County, Illinois. This is sort of a longitudinal study of drop-outs to see what actually happens to them. And I do not think we know much about this group of students. Another project deals with development training programs for youth preparing to enter non-farm agricultural occupations. This one is being carried out in Louisianna. They are going to identify and describe present and emerging agricultural occupations other than farming, identify the knowledge and skills needed, and then develop an appropriate training program.

Another is an investigation by the University of Maryland of the cluster concept of training. The cluster concept differs from other conventional vocational programs in terms of scope and depth. The usual program is designed to prepare the individual for specific jobs, such as pattern maker, welder, homemaker, and plumber. The cluster concept is aimed at the development of skills

and understandings related to a number of allied fields. This is a very interesting study, although I have some misgivings about the breadth to which you make these clusters. Some people are considering expanding it to such a degree that it may just be general education after all in terms of preparing a person to enter the labor market.

I would like to say a word here about resources. First of all, we do have regular research funds from the Vocational Act of 1960. You can use some of this money for research experimentation, pilot programs, etc., another resource that you didn't have before. I understand that most of you gentlemen are eating here at this meeting as the result of what we call "4 C money." This is the 10 percent of the Vocational Education Act that is reserved for research and pilot demonstration projects. This is a real hunk of cash compared to what we have been getting in vocational research, which had been zero for this kind of activity. Next year, there will be 17 + million dollars to use on a contract basis for these kinds of activities. The following year the fund will go to 25 million.

I will mention co-operative research. Some of you might need to do something in terms of curriculum in regard to the total program. You may want to write some research projects that are not specifically vocational education. Again, there is available a sizeable number of dollars in our co-operative research funds, for such projects.

As to the Elementary-Secondary Act, I don't know whether we really know what the implications of this Act are for vocational education. We are talking about Federal funds in the amount of 1.3 billion, and I cannot help but think that one of the things that needs done in some of these areas is to strengthen the education program. Money can be used for this, and it seems to me that this is a real resource. Also, of course, in the Elementary-Secondary Education Act there

is specific money set aside for the development of research centers. You have Title I of the Man-power Development and Training Act which will provide approximately 48 million dollars next year for research in the field of man-power. This is to be used mainly as a demand indicator, but some of it will be used to make evaluations of the total education program. I do not know too much about your project, but the University of Idaho got a grant under 4 C for 100 thousand dollars.

Then there are foundation funds. In the last few years Ford Foundation and many others have really become interested in vocational education. There again are resources. The limits are set by your own imagination and creativity.

DEVELOPMENT OF CURRICULUM

(Rough Draft of Jack Cooney's Address)

These remarks will be based on my own experiences.

I shall begin with a recipe for the creating of a new program. Take one handful of people, add a cupful of opportunity, mix with a dash of program flexibility, throw in one pinch of missionary zeal, blend in well with the oil of state and federal funds, add a touch of community service, raid a little bark from the tree of knowledge, and stir well in the caldron of experience, serve daily, generous portions to all people.

It is not easy to arrange a marriage between vocational education and general or academic education. How does one start and where does one begin? My judgement is that you start from where you are in your own community, and build--not a building, but a curriculum, a program. You can start anyplace. You can start in a warehouse, in a navy base, jury rooms, school rooms, recreation centers, almost anyplace. The nucleus of your program might start from an agriculture program; it might start from a DE program; an apprentice-ship program; a trade extension program. And I personally believe that some of the Man-Power Programs will be some of the greatest aids for vocational education that have yet been authorized. At least, it will give you a chance to get some equipment and initiate your programs. I can recall back in '44 and '45 when we brought in 40 welding machines to Hanford, machines which belonged to the Vancouver School District. They were bought for the Vancouver School District under the War Production Training funds.

In your program I noticed this topic: "The Importance of Research on the Community Needs in the Employment Fields." Naturally, one has to go out and interview labor, employment security, health service, hospital administrators, industry, agriculture, salesmen, professional associations, and government departments. After an evaluation survey has been completed, you find that there

is a need. What do you do? How do you do it? I'll give you a concrete example of a case. I'll take one of the toughest programs to set up properly. This is a practical nurse training program. One of the reasons that this is a tough program is that everybody in the health field gets into the act. For instance, an advisory committee is of paramount importance. You must have representatives from the Medical Association, from the hospital administrators, district registered nurses, hospital auxiliaries, and practical nurses' associations. You must also keep your State Board of Education informed of what you are doing; and if you need consultant help, they will help you. If the need is established, you should set up the course. The curriculum development can be implemented and guided by the work that other schools are doing. There is no reason that this work should be done twice. The advisory committee should be used to recommend some people for instructors. I know that in starting programs, many people think that teaching nurses have to have a baccalaureate degree. This may be unnecessary. In setting up the qualifications for an instructor, the important point is that the person be a good nurse, know how to give good home care, etc. The main thing, as I see it, is close contact with the people that are involved. Of course, you also have to have students. I can recall when we used to be afraid that we wouldn't have enough students in practical nursing. One of the best techniques which we used was to include the Ministerial Association in our advisory committee. This group was effective in recruitment. Practical nurses are required to take a minimum of three months of class and laboratory preparation, and are then put to work in hospitals where they are paid as trainees. Or, they can go to school a year and then take their examinations.

Occasionally you begin with a certain vocational objective, then the employment opportunity ends and the picture changes. I think you are aware of the shortage of nurses which has resulted in the practical nurse becoming the bedside nurse and the RN the staff nurse. When we set up the program, our trainees were to go to home nursing, but the hospitals have grabbed this product. Our program has been operating since 1949, and it has met our community needs well. We now have three or four nursing homes in our community, and they are using untrained nurses aides. So, without a doubt, we should be also training nurses aides. We must set up a program for them. And the same horse-sense principles still apply, as when we set up the program for practical nurses years ago. One need may be in the area of family life education. I set up programs in this subject and helped organize block-type nurseries. We have also run pre-natal classes for both husbands and wives. We have neglected post-natal care and have jumped to the care of kindergarten youngsters. This should not have happened. Some of the most important years are from birth to three years of age.

Curriculum building demands an alertness to change and to opportunities in the community and in the state. You must read the newspapers, look for new construction, etc. You must gamble, and you must admit defeat if the class doesn't make it. You must have a bird-dog sense. You must have teachers who can work with adults and not kill the class with boredom. Success depends upon leadership and foresight. You must be aware of current and future needs. You must have up-to-date knowledge of changes in technology. You must use and guide your advisory committee.

The director with a fertile imagination, and the drive to sell education, will offer many short-term terminal classes. Some of the courses which we have run are first aid for industry foremen, food-handlers training, real estate training, information classes for homeowners, a course on the Taft Hartley Labor

Act, bus driver training, farm accounting, police training for patrolmen and guards, bank employee training, etc. These ideas aren't new, but they will give you ideas on where to start.

Here is an example of what can happen. I found out, a number of years ago, that IBM had a discount program of 60 percent of the cost for setting up a Data Processing Training Program. We saw no need of data process programmers in our area at that time. Besides, they were using college graduates as data processers; but I felt that IBM would not offer this discount long, and I thought I could get half of the remaining 40 percent from the Title III funds. With that help, the cost of the program wasn't too bad. So I stuck my neck out and ordered the machines. Fortunately, I later got the OK from the School Board. I was right in that IBM does not now give 60 percent off for Data Processing Education. Besides, we now locate each student in our area on completion of the course.

There are pitfalls in the program. I would like to mention several. First, a person who is in charge of a total education program may make regulations without even thinking how it affects another part of the program. It is not necessarily his fault. For an example, a regulation might be made that a person has to have a master's degree to teach in a community college. In our field, this is out of the question. The second problem is the lack of differentiation between technician training and pre-engineering training. A technician training program consists largely of laboratory training. In pre-engineering, the freshmen are lucky if they get 15 percent of their courses in the laboratory. Third, vocational students are often forced to take general education courses that are not related to the work they are doing in their shop training. Nine times out of ten, the reason that they are in vocational education is that they are not suited for academic study. Fourth, there is the failure to provide necessary special tools and equipment which are necessary to keep abreast of industry. Probably

one of the worst things is lack of close co-ordination with industry and labor. Fifth, many fail to use advisory committees correctly. You must not be afraid of your committee. They can certainly help you. There is also a failure to recognize the differences in training for long-term objectives and short-term training courses. This may be caused by the failure to use advisory committees, and by the lack of skill in administrating or directing the program. There are no boundaries or barriers for trained workers, so your school should not recgnize state, community, or county barriers for students. As long as they can get to your classes, they should be able to attend. You have to have a wide horizon. The student may end up working in your state, or county, or community; but he need not.

If the area training center for vocational technical education is to answer the needs of the community, it will have to have a working relationship with the community and have an identity so that the community can support it with a pride of ownership. To build this image, the administration can do such things as furnish assistance to shop facilities; aid in a community project, such as backstops, ball fields, bicycle racks; loan a piece of equipment; and loan the facilities to service groups, that is for janitor's fees and so forth. He must also keep in mind that this area school belongs to the community. It is good psychology to advertise through every media. And don't forget that the successful placement of trainees is actually the greatest publicity that you can get. Publicize the continuing type of education that is being given. The area training center should have an identity, and there are many ways to establish this. It may be difficult, on a drive-in campus or a drive-in area, where many of the students are part-time, and hold down full-time jobs. Try organizing the student body, electing officers, organizing student government with elected representatives from each shop on the campus. Organize sports and team activities. Start printing newspapers from the journalism or writing class. Send the students letters for

recognition of leadership. Songs, school colors, etc. are old hat to you fellows, but they are as useful in the schools of vocational training as elsewhere. They also help to develop leaders; increase enrollment; interest the recruits; and provide opportunities for the service, friendships and loyalty that our youth need.

If the student body of an area technical school needs an espirit de corps, so does the faculty. So often the part-time teachers feel as though they were drop-in teachers for the drop-out pupils. May I make a few recommendations to the area supervisor. Make personal contact; occasionally deliver the paycheck personally; be there before the teacher arrives to meet his class; and speak cheerfully. Set up simple but efficient record keeping, and be firm about their being completed on time. Close class supervision will eliminate fraud and feather-bedding. Be consistent about ordering materials quickly. Pay trade and industry instructors for required in-service teacher-training time. Hire knowledgeable persons. This is one of the most important things. Hire a knowledgeble person to answer the telephone so that they can give correct answers to the public about classes, courses, etc. The secretary, in a lot of cases, is your sole contact with the public and sometimes makes or breaks the class. Encourage creativity on the part of students and instructors. You will be surprised how many of them will come up with productive ideas. Publicity is important. The more publicity, the more students. The more students, the broader the offering. To build curriculum, the director meets needs, yes, but generally he is ahead of the request. I should say that he whets the desire. As a curriculum grows, so must it be flexible. This structure can not be restrictive, rigid and impersonal. Never lose sight of the fact that the objective is to place the student in a job, to train him to work at his full capacity, to educate him and to orient him to the world of work. We cannot afford to do any less than insure that every person in our area is equipped to work up to his full capability.

James R. Deima
Vocational Supervisor
Clarkston School District
Asotin County
Clarkston, Washington

PROGRAM FOR YOUTH WITH SPECIAL NEEDS

PROBLEM

American youth complete more years of schooling today than ever before. American youth also complete more schooling than do those of other nations. In view of the facts, the widespread attention to dropouts at all levels from local to national may seem incongruous and unnecessary.

The answer might be summed by the single word, needs: needs of youth, of society, of the nation. The school's responsibility to the individual includes a fundamental belief in individual worth, and preparation of the individual to attain a worthwhile place in society.

Mitchell (1960) as Secretary of Labor, indicated that the percentage of unemployment was almost twice as high for high school dropouts as for high school graduates, and again almost twice as high for high school graduates without college experience as for those who have some college education. Dillon (1949) suggested that the implications of a large number of young people leaving school every year discouraged and embittered was quite serious.

When a person leaves school with negative feelings, the consequences are not limited to personal problems, however. Society and the nation as a whole feel the impact. Although the dropout rate has been declining slightly each year, pupils who drop out of school pose an increasingly more serious social and economic problem. Technological advancement has changed the structure of the labor force. Mitchell (1960) emphasized the fact that new jobs are coming into existence and that the jobs for which there is a demand for workers are those that need greater education and training.

If our society could absorb these dropouts and provide successful experiences for them, there would be little reason to consider them a problem. However, the converse seems to be true -- to a sense of failure in school is added the failure to achieve lasting, satisfactory employment. From youths dropping out of school, unable to get jobs and unacceptable for enlistment in the armed forces, comes the threat of juvenile delinquency --and further loss to the nation. These young people are not likely to become responsible citizens of society. Conant (1961) states, "quite the contrary, as a frustrated individual he is likely to be anti-social and rebellious." The fact of dependence on society rather than contribution to society is contrary to democratic ideals and thus, needs. With the current need for education, a dropout risks failure to satisfy personal, social, and economic needs.

Cantor (1953) states, "The child needs to be informed about many skills and subjects. The dilema arises because what he will need is not what he feels he now needs." Experience and research are providing answers to the question of what he will need. How to bring this feeling into closer conformity with reality seems to be a major issue--an issue that has not yet been satisfactorily resolved.

A 1962 NEA report listed the following factors as being associated with influencing youths to drop out of school: lack of interest, feeling teachers are not interested, discouraged and failing in school, adverse school experience, poor study habits, low reading level, educational program does not meet individual needs, lack of participation in extracurricular activities, financial costs, low economic status, low educational level of parents, parents place low value on schooling, lure of outside jobs and wages, community places low value on schooling, pregnancy, marriage.

Livingston found that a combination of factors is a better indicator of potential withdrawal from school than any single factor. Livingston's conclusion suggests that the greater number of factors working to the disadvantage of the pupil, the greater the chance of the pupil's dropping out of school. (NEA, 1961)

To begin with, the sheer number of young people expected to pass through the schools and into the labor market during this decade of 1960-70 is unprecedented. They are the crop of the post World War II "baby boom" come of age. In 1960 approximately 2.8 million adolescents reached age 16, when, in most states, the term of compulsory school attendance expires; in 1963 this figure was 3.8 million. Over the decade, some 26 million new young people with extremely varying preparations and capabilities will seek to enter the labor market. At least 7.5 million will be school dropouts equipped with few, if any, job qualifications; and 2.5 million of these dropouts will have had less than eight years of formal schooling.

The essential problem has not so much to do with numbers as with the fact the world, to which contemporary dropouts seek entrance, has a diminishing place for them.

About two-thirds of all workers who never completed high school are employed in unskilled and semi-skilled jobs as laborers, operatives, household workers, etc.

In an economy where the rate of unemployment has not fallen below five percent in over five years, a minimum of two thirds of the unemployed are old high school dropouts.

The rate of unemployment among 16 to 21 year old youth hovers between two and three times that of the total labor force.

In this light, the increased number of dropouts is especially significant. These aspirant workers are not unemployed because they are school dropouts, but rather because the kinds of jobs for which their preparation, or lack of it, qualifies them.

Clarkston, Washington, even though rather an isolated section, according to the 1960 census, had an average educational grade level of only 11.2 years. In an area population of 12,600 people, approximately 2,300 people, over 25, had less than an eighth grade education, and only eight percent had educational training beyond high school. The dropout rate of our schools was about eleven percent during the 1964-65 school year. The conservative estimate of the population increase, published by the Clarkston Chamber of Commerce, is that the population of Clarkston will double by the year 1970; this is primarily due t. four dams to start in the area by 1970. At our present rate of dropout we would have, approximately, an increase of 850 disadvantage youth in Clarkston in the next five years.

The Department of Employment in our area has just published a survey of occupations for the year 1964 and projections of employment for the year 1967. For the year 1967 the projected need for semi-skilled and un-skilled labor shows a decrease of 41 workers. So, it appears that unless we change the dropout trend we will have a definite problem within two to five years, unless we start acting now to correct this upward trend.

THE PURPOSES

The purposes of this study are:

1. Study fourth grade students to isolate potential dropouts in terms of the criteria developed by Urdal[3] (1963) in his study of the Spokane, Washington, schools, in which he was able to identify the potential dropout students, and watched stay-ins, as early as the fourth grade.
2. Study socio-economic factors in family situations of these potential dropouts to see if there are some factors which might be

affected by careful program selection in the school situation.

3. Study the educational program available and its opportunities for adjustment to the potential dropouts.
4. Determine the amount and type of guidance needed to change attitudes and desires of dropouts.
5. Develop an outline of pre-vocational and vocational curricula at the Junior High School and Senior High School which will provide opportunities for these educationally handicapped students whom we have identified.
6. To observe the present faculty and see whether assignment changes in departments should be made.

DEFINITION OF TERMS

For the purpose of this study, a dropout is defined as a person who leaves school with present intention of discontinuing formal education. Whether or not he returns to school at a later date is beyond the scope of this study, since it is assured that experiences which occured between the time he left school and the time at which he returned are in part, at least, responsible for the return to school. Experiences which are related to the dropout factor are those which occur prior to the decision to leave school. A stay-in is defined as a person who continues in school to high school graduation, but has some of the same attitudes and behavior patterns as the dropout.

METHODS

This study utilizes the criteria developed by Urdal for isolating and identifying fourth grade potential dropouts in the Clarkston schools. The criteria include: intelligence, scholastic achievement, school adjustment, school related experiences, and personal and social adjustment. This study

purposely analyzed the factors over which the school has control on the assumption that more accurate definition of the influence of those factors would better enable administrators and teachers to do the things they are best able to do to encourage more pupils to complete their secondary education.

With the authorization of the local Superintendent of Public Schools, Mr. Ernest Louk and assistance of the Elementary Guidance Director, the administrative records of the elementary schools of Clarkston, Washington were examined and information obtained for identifying the potential dropout and matched stay-ins. Each student was assigned a code number, which was retained in the Elementary Guidance Offices, to insure that any confidential information would not be made public.

Achievement

Scores were obtained from school records which indicated the individual level of scholastic attainment in reading, language, arithmetic, social studies, and science achievement.

School Adjustment

The variables included in this group were grades, years retarded in school, attendance, and health. All data for these variables were obtained from student records. Years retardation and attendance were obtained from attendance records and were used to indicate that other variables might affect dropout. Reports of health conditions were used to indicate possible physical explanations for retardation and attendance problems.

School Related Experiences

Factors believed to be relevant to the purpose of this study, although not part of the conventional school curriculum, were also included. The desired information for the fourth grade population was obtained from cumulative records. This included home situations shown by number of residences listed,

and the number of schools attended, parents' marital status, and number of siblings.

Attitudes

Teachers comments on cumulative folders contain factors that appeared to be relevant to this study.

Personal and Social Adjustment

There was a wealth of valuable information regarding factors that appeared to affect personal and social adjustment in cumulative folders.

Guidance and Counseling Provided

Perusal of the cumulative folders revealed information concerning the number of students who had been contacted by the guidance and counseling department, what kinds of problems had been referred to the school counselors, and the relationship of the students to their peers.

Educational Programs

Factors that were identified as having an apparent affect upon the status of children were discussed with the guidance department of the elementary school, the superintendent of public schools, and school principals in relation to the adequacy of the present fourth grade curriculum and its need for revision.

Vocational Curriculum

For the purpose of this study it was not decreed necessary to construct vocational programs to be included in the fourth grade curriculum. After some consideration of the program, it was decided to provide for a variety of experiences aimed at aiding the students in making decisions regarding future occupational training at the Junior High School level and vocational training at the Senior High School level.

Present Faculty Requirements

This phase of study is concerned with the study of faculty competencies in order to formulate a prevocational and vocational oriented curriculum. The elementary guidance director, the superintendent of public schools, the junior high guidance director, and the senior high school guidance director collaborated on an overall program.

Findings

Out of the 188 fourth grade students enrolled in the Clarkston Public Schools, 46 students (24.88 percent) were identified as possible dropouts or matched stay-ins.

Achievement

Of the 46 isolated as possible dropouts, 32 (69 percent) had below average grades. Analysis of Durrel reading test scores appears to indicate that the students inability to understand the mat rial was due to lack of basic reading skills.

School Adjustment

IQ tests are administered in the Clarkston schools in the fifth grade. Twenty of the students who had been transferred into the school system had intelligence tests listed in their cumulative folders, and of these, twelve showed definite signs of lower mental capabilities. Six students had repeated one or more grades. Four of the students had more than ten days absence, some due to illness, and others due to parents transferring from one locality to another.

School Related Experiences

Twelve students had attended more than three schools before coming to the Clarkston school system. Twenty six students came from broken homes, or homes

where the students' parents had divorced or remarried. There didn't appear to be any relationship in the fourth grade as to the number of siblings in the family, except in the extreme case of a broken home with no father and the family on welfare. There were four of these children listed.

Attitudes

In the cumulative folders teachers commented on the behavior of all but 8 of the 46 students. The comments most noted were that of inability to center attention for any great length of time, restlessness, and in the case of boys, the tendency toward being boisterous or hard to manage in the classroom situation. Four students' parents appeared to have little or no interest in school activities.

Personal and Social Adjustment

Sixteen students (34 percent) came from families who were on welfare rolls and listed as making less than three thousand dollars annually. It was noted that when more than one child from a family was in the fourth grade both students were identified as potential dropouts or matched stay-ins.

Guidance and Counseling Provided

It was noted that there was only one guidance director for all of the elementary grades, and it was the job of the teacher to refer students for guidance consultation. It was noted that six of the transfer students had not been referred to the guidance director. It was also noted that Junior High School and Senior High School teachers failed to utilize cumulative records.

Educational Programs

The fourth grade curriculum appeared to be adequate for the average achiever, but there appeared to be a need for additional provisions for the exceptional child.

CONCLUSIONS AND RECOMMENDATIONS

It is important at this time to point out that the dropout problems existing in this community are not unique.

Estimates regarding school enrollments indicate that the number of dropouts will be doubled by 1970. Thus, projecting the present dropout rate to other grades would indicate that the total figure would be in excess of 850 by 1970. In as much as an analysis of job openings indicate that at the most 300 of these youths can be absorbed by the community, it would appear that some constructive changes or innovations must be instituted at an early date. The only real sources of funds available for attacking this problem are the various Federal programs.

In order to pin point the actual needs and present recommendations for program changes it is recommended that a long term follow-up study of identified dropouts and matched stay-ins be conducted throughout their school tenure. A plan of this type will necessitate the employmen of an administrative assistant, who will coordinate curriculum studies, program procedures, and participation in suitable Federal programs.

Achievement

In the first three elementary grades, classes are split into different achievement levels in reading, arithmetic, etc. This system should be applied to the instructional methods throughout the rest of the school system. More individual study and guidance is necessary for the exceptional child if he is to assure an active role in the school and the community. Some of the programs that should be initiated in the elementary grades are: team teaching, government Program Head Start, some programs for the exceptional child, and pre-vocational skills in arts and crafts. And if the results are satisfactory the program should be expanded on a system wide basis.

School Adjustment

An intelligence testing program should begin at the fourth grade level, for adjustment to individualized study begins at this level. Also achievement and aptitude testing should be followed up in the higher grades to give the district indications of the student's ability to adjust to new curriculum and basic concepts. It was noted that follow-up studies were not done on long terms of absences, so it is recommended that a counselor or attendance officer be appointed for home visitations in order to provide the district with some indication regarding developing behavior problems. It is recommended that the district continue its present health survey program insuring that the best available information be forwarded to the next grade or school. It was noted that, in some instances, transcript of grades were not in the transferred students' cumulative records but it is recommended that these transcripts be brought up to date so that the student who is a potential dropout may be identified.

School Related Experiences

There is very little a school district can do to correct broken home, but the district should work very closely with the mental health organization and public welfare offices in the region. It was noted that the vocational department is offering classes in home development, but it was decided that the vocational director should be instructed to contact all previous dropouts of the school system and create classes which would be meaningful and instructive. It is also recommended that the counseling department develop a follow-up service which is available to all out of school youth until age 21.

Attitudes

Teachers can make a real contribution in developing character and the willingness of the student to succeed. It was noted that teacher-parent

conferences were held but no follow-up on parents that didn't attend. Principals and staff people should create study groups or orientation groups which would reach out and contact parents to explain how their children are being educated. It has been proven by the vocational department of the district (home economics and distributive education) that home visitations are of the utmost importance. It was noted that students who were contacted through regular home visitations had fewer behavior problems this past year. But, to do the job with full effectiveness, the school must mobilize support of parents for their childrens' learning in school. Again, this is an area where an assistant superintendent could function in the role of bringing the school and the community closer together through retraining and assisting teachers with the development of curriculum that is meaningful and instructive.

Personal and Social Adjustment

The school district should assign a person at the district administrative level to research material relative to government programs in order to make sure that all available funds be utilized to take care of the financially disadvantaged. This program should be enlarged so as to include not only students but also retraining their parents so that the family can feel a part of the society.

Guidance and Counseling Provided

It is recommended that additional guidance counselors be assigned so that a ratio of one counselor to each four hundred children can be maintained. Existing guidance people should be relieved of administrative duties so that they can organize more meaningful programs of testing and counseling. These counselors should work very closely with remedial teachers that work only with exceptional children. It should also be noted that clerical assistance should be provided

to enable counselors to spend additional time working directly with potential dropouts and their teachers.

Educational Programs
Vocational Programs
Faculty Requirements

Adequate educational programs, vocational programs, and faculty requirements are described by the NEA Report of 1964: Dropouts,

> "Remembering that all educational programs are vocational in nature. We are in the position of having accepted principles for the curriculum without changing the curriculum patterns or design. We try to achieve new goals while retaining patterns not suitable for these goals; the result is confusion. For example, a large number of elementary and secondary schools still maintain a 40 minute period, thus forcing a curriculum pattern long obsolete. Also, the standard practice of having similar school day hours for pupils and teachers is untenable in this day and age; this practice does not allow for the staff work necessary in a modern curriculum program. The research study and evaluated experience needed to get answers or order to make changes of practice have just not been done and can hardly ever be done under present conditions.
>
> "Some obvious changes in practice which require changes in curriculum are:
>
> "Rejection of failure and nonproduction as a means of curriculum adjustment--but no curriculum program to carry it forward.
>
> "Concept of a broad flexible program to meet individual differences and differences in classes, schools, and interest groups--but with too little of the factors needed to make this concept operative.
>
> "Less acceptance of homogeneous grouping because of difficulty in administration and philosphically questionable--but no real substitute for grouping practices.
>
> "Elimination of track systems, as cumbersome, unwieldly, and generally unacceptable because of complexity, stigma, and difficulty of administration--but little experimentation with alternate plans of organization.
>
> "Elimination of separate, unrelated courses and lessons, as not meeting the test of integration and unity--but we still lack many materials necessary to make good teaching possible on a more unified basis.

"Refusal to accept chronological and logical arrangement of materials as a basis of curriculum organization because of lack of relation to pupils' interest and needs--but little experimentation with good ways to carry on unified teaching.

"Loss of validity of grade standards in the face of research in the growth and development patterns of children--but we have only a few ways to counteract mass handling of pupils.

"Rejection of early vocational training as undesireable and impractical--but with no large plans in sight to relate young people to the world of work they struggle to reach and must enter.

"Every program seeking to improve and support teaching and learning, research, vocational and educational guidance, child guidance, test and measurements, evaluation, attendance has curriculum overtones and imperatives which it would be hazardous to neglect. This is not to say that curriculum workers (and the teacher is the principal curriculum worker) should take account of, or do something about, all the good things we must think up. Most research tells us what to do, but because it must so often be done partially out of context, gives too little guidance to curriculum. Insights provided by pupil personnel research, although appropiate and potentially helpful, are often unavailable to curriculum personnel.

"A recent study on quality education in New York State highlights the point that school systems are not equally good in serving youngsters of high and low potential. This seems to tell us that, if we want to insure a good program for early school leavers, we need to plan and design for the experiences which will specifically meet their needs.

"An informal review of education today will indicate some of the items which appear to have high priority and others which have low priority. The listing below is judged from the point of view of curriculum, without any special significance to order:

High Priority Items

Achievement (academic)
Deprivation and Environment
Discipline
Exceptional Children
Foreign Language
The Gifted
In-Service Training
Mass Media (TV)
Mathematics
Physical Fitness
Programmed Instruction
Quality Education (amount)
Reading
Science

Arts
Balance (in curriculum)
Change (in curriculum)
Creativity
Culture
Humanities
Individual Differences
Inter-Disciplinary
Interpersonal Relationship
Language Arts and Language
Learning Materials (books, audiovisual)
Normal Children (learning, behavior)

Testing (amount of vocational preparation high level)

Productivity
Quality (depth, significance)
Self Perception and Self Image
Social Studies
Teaching Materials (guides for teachers)
Testing (reform)
Underachievement
Vocational Preparation (low level)

"The tragic thing about this listing is that so much that is of importance to early learners is on the low priority list."

It is with the above statement that we again stress the importance of action, remembering the vocational adage that ten percent of a thousand dollars is better than a hundred percent of nothing.

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(2) Schreiber, Daniel Project: School Dropouts. National Education Association (1964) Catalog No. 64-14736 Pages 2-3

(3) Urdal, op. cit., p. 49.

(4) Schreiber, op. cit., pp. 147-149.

Dr. Eugene Giles (Rough Draft)
July 1965

EFFECTIVE COUNSELING IN A TECHNICAL WORLD

I have inserted the word "effective" in the title of my talk, "Vocational Guidance in a Technical Society", because I feel the word "effective" is the key word. As I shall show later, vocational guidance is not new, it is as old as written history itself, but for some reason it has not only been ineffective but has actually been, in some cases, detrimental. Somewhere along the line we have placed the stress on the wrong idea of the nature of vocational guidance.

Perhaps a little story will illustrate how we fail really to be effective.

The story goes that as a vocational educator was riding on the bus on the way to this meeting, he noticed a short, slender, well-dressed man with a wizened face smiling periodically to himself. "How come" thought the vocational educator, "This man seems unusually happy in this world full of automation, unemployment, and retraining problems."

Watching him, he noticed that this little man was tearing paper into small bits and strewing it along the highway. Our vocational educator could constrain himself no longer and said, "Could you tell me why you are strewing paper along the highway in this manner?"

Whereupon his curious friend replied, "Oh, I do this to keep elephants out of Idaho. I conduct basic experiments. I won't take any of this sentimental stuff I hear. I keep my conclusions statistically significant."

Finally, after a brief course in statistics, our vocational educator managed to get a word edgewise and said, "But my good man there are no elephants in Idaho." To which our statistical expert replied, "strewing papers is quite

effective isn't it? The correlation coefficient is minus 1.00, the standard error is zero. You see, there is an extremely significant level of confidence."

No one would question his statistics nor his hypothesis.

Certainly he could not have been accused of doing the lying for statistics, but I doubt that anything effective could have emerged from his basic studies.

The thesis of my presentation is that we have been scattering bits of paper about vocational guidance these many years, and had we been as scientifically rigid as our little man, we probably could not be sitting here smiling to ourselves. It would, in my opinion be high time that, in such meetings as this, we come to some conclusions that are more basic than "elephant counting".

What are the broad issues facing vocational guidance in a technical society?

1. Is occupational choice really any more important than keeping elephants out of Idaho?
2. Do we know what vocational guidance in a technical society means?
3. For what are we really striving?
4. What pitfalls will we face along the way?
5. What effective procedures can be used to attain the broad general aims of vocational education?

Is occupational choice important? I would like to paraphrase, amend and perhaps delete some of Hoppock's statements in his book on Occupational Information.

An occupational choice made by a counselor will immediately eliminate many occupations into which he might have entered, possibly with even greater prospects of success. The choice virtually dictates the training required for entry to the job; it, in effect, sends him a bill in advance for the cost of

training in terms of money, time, and effort; it poses a question in advance regarding the strain on his physical and personality structure because gratification of many needs must be held in abeyance.

The choice made will eventually determine his status in the "pecking order" in job prestige. It may determine the working conditions he will face for the rest of his life. If he is not already married, it may limit him in the choice of a mate.

It will impose on his future family, the social conditions under which they will be reared and educated. The associates he will have may alter his beliefs, his values, and even his views toward his relationships in the eternal scheme. And finally, this choice may free or restrict him in his need to actualize his potentialities to the utmost.

So important to peoples of all generations has been occupational "calling" that sinners and saints, soothsayers and scientists, fools and philosphers, and inexperienced teachers have offered free advice.

And now, may I digress for just a moment to ask who is going to take the responsibility for wasted lives of youngsters who followed the advice of the popular teacher in school? Will you? Will you?

Defined to suit my needs, and stolen partly from Mathewson, vocational guidance is a systematic, professional, process of aiding individuals in making intelligent choices of the occupations they will prepare for, enter, and pursue.

Let us now break this definition down, phrase by phrase. I shall not dwell on the word vocational because that concept will be handled better by other speakers, and I shall simply dismiss the word guidance with a prayer to God to forgive his servants for ever getting themselves into such a hot-box by using such a faulty term.

The phrase "systematic professional process" is best broken down, word by word, beginning with process. Our school people have erred too long by identifying the word guidance, with a single career day or a testing program conducted during the second semester of the senior year. These one-shot fiascoes come after the school has ceased to give much aid, after the dropouts have become juvenile delinquents, and after most students have virtually decided that further schooling would or would not be of any value to them. Certainly such episodic guidance is not a process.

The word process suggests the on-goingness of human nature, and the needs for guidance of different kinds from the first contact of the child with the school, until in maturity, the school may no longer aid him.

Our greatest faults in vocational guidance may hinge on the word systematic. Truly, as I shall presently show, much has already been done in vocational guidance. Our roadsides are littered with bits of paper, discussing vocational guidance, but no system has emerged.

Let us retrace the history of vocational guidance In primitive cultures, said Williamson, there was no choice and no system. Parents taught their children the one trade they knew. The Rabbis admonished fathers to teach or have son taught a trade. Plato divided free men into three classes. In ancient cultures, including that of modern India, children were born into the trade. Guilds and apprenticeships and their successors, labor unions, have left little occupational choice to individuals. The British, the Chinese, our great men in America, Jefferson, Eliot of Harvard, Harper of Chicago, and countless others living and writing before 1900, proposed somewhat systematic plans on a limited scale for placement of individuals on jobs or in universities but there was no well formulated plan for vocational guidance in which the individual involved had much to say about his future, nor was there much system to the program of guidance.

Parsons, in his book Choosing A Vocation, has been given credit for the formulation of systematic vocational guidance. Few in this audience are unaware of his contributions so I shall abbreviate seriously. He proposed that vocational guidance in general should consist of three phases, no one of which could be omitted. They were:

1. Understanding the self.
2. Understanding the world of work.
3. Developing a clear relationship between the self and the world of work.

It should be repeated that I have seriously abbreviated Parson's contributions, but his followers performed worse than I have by omitting one or two of the three parts of his system, and as a result, vocational guidance has never recovered.

Bloomfield stressed understanding of the world of work, the result being an incoherent mass of occupational information, published for a wide variety of reasons, ranging from pure employee recruitment to the highly ethical idea of helping students actualize their potentials.

In spite of the fact that Bloomfield led the extreme right, much of value can still be gleaned from the work on occupational information, and much more needs to be done now, but it should be related to human capacities.

Leading the left-wingers has been Carl Rogers. He attempted to develop self-understanding, and was so successful in his influence that at an N.D.E.A. Institute Director's Conference at Colorado Springs in 1961 I heard not a

single word about occupational selection. While Rogers contributions were landmarks, he, too, has not met the criterion of a systematic approach to vocational guidance in a technical society. He failed to relate the self to the world of work. I doubt that he intended to do so.

Williamson, a guidance man, and Muensterberg and Viteles, industrial psychologists, have bridged the gap in Parson's formulation which Bloomfield and Rogers widened.

The word "professional" in my definition requires, more important than all else, a vocational counselor who bases the aid he provides on a fund of knowledge about the relationships between the self and the world of work. No longer can we rely on the "uh-huhs" of Carl Rogers, no longer on Bloomfields occupational information. Professional training of the future must include active research into relationships. Furthermore, we must admit now that we do not know all the new materials available regarding the self, and worse still, anything we may now know about the technologies of the present may be outmoded five years from now. How then can we develop professional training programs which do not lag behind five to twenty years? We can't, but we can offer training which prepares vocational counselors to keep abreast of the times. Surely some of our present experimental methods will be useful and more will be discovered.

Great improvement must occur in the curricula provided for counselors. At the present time, colleges and universities are so committed to departmental lines that a trainee is forced to spend a life-time in colleges to acquire an interdisciplinary approach. First, he must complete all the requirements of this, and then that, and then those departments. By that time, his own department has new requirements. In the end, the student probably will be counting elephants.

It does seem that men with Ph.D's could sit down and plan average training programs which would cross departmental lines; or this being impossible, could form a new department. It does seem also that if such vocational counselors were trained, our school administrators could employ them for that work. Inertia is hardly an alibi for the failure to have met these crucial problems. Something more serious is involved.

The phrase "of aiding individuals in making intelligent choices" hinges primarily on two words, "intelligent" and "choices". What are the criteria of intelligent choices?

They must be as free as possible

They must provide for actualization of ones potentialities

They must be socially useful.

In actuality, there are no completely free choices. The counselors physical body, beliefs, attitudes, cultural background, socio-economic status, and his relationship to automation all restrict his choices. How different this concept is from that of laissez-faire so prevalent in counseling recently.

Intelligent choices provide for the highest actualization of potentialities within the framework of society. Automation threatens this freedom of intelligent choice, but, on the other hand, automation has opened so many other opportunities that vocational education is hard put to provide training. New technologies spring up over night and few are ready to carry them out. Both vocational education, and its chief lieutenant, vocational guidance must meet this challenge if intelligence is made free to make self-actualization choices.

If, as was true in keeping elephants out of Idaho, we are to provide effective vocational guidance, something, I am not sure what, must be done

to keep the gremlins out of vocational guidance. We must systematize our program to meet at least the advice of Parsons of half-a-century ago, and provide guidance which deals with relationships between understanding of the self and the world of work; we must become strong enough to conduct the research needed to become professional, we must learn how to free the intelligence of man from the shackles which bind him and we must give to man the opportunity to develop his potentials. When these prerequisites have been fulfilled, we may then define vocational guidance as a systematic professional process of aiding individuals in making intelligent choices of the occupations they will enter, prepare for, and pursue, in the technical society of tomorrow.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Division of Adult and Vocational Research

Vocational Education Act of 1963
(P.L. 88-210, Sec. 4(c))

PROJECT SUMMARY - ERD-291-65 5-0143
Contract No. OE-6-85-004

TITLE: A Conference of Key Small School Administrators of the Northwest to Develop Vocational Education Programs for Small Isolated School Districts

PRINCIPAL INVESTIGATOR: Mr. Kenneth Ertel, Teacher Educator, Distributive Education

INSTITUTION: University of Idaho, Moscow, Idaho

FEDERAL FUNDS REQUESTED: $6,116

DURATION: *Beginning, July 1, 1965. Ending, August 31, 1965

Objectives: 1. To stimulate administrators of small schools to assess the vocational training needs of their students.

2. To orient these administrators to trends and opportunities in vocational education.

3. To develop cooperatively administrative solutions to small problems in offering vocational education programs.

4. To demonstrate the effect of the conference in terms of new program development.

Procedures: 1.. Forty selected key administrators of small schools from the States of Montana, Washington, and Oregon will participate in a conference designed to stimulate the development of vocational programs in small semi-rural counties;

2. Presentations by outstanding vocational educators will orient the participants to new trends in vocational education;

3. Research findings germane to the small school program will be presented, and

4. Small sub-groups will work on selected problems with the assistance of consultants to develop workable criteria for local action in developing pre-vocational and vocational curricula, in isolating researchable problems, and in creating a pattern to evaluate the emerging vocational programs.

*Confirmation of letter contract dated July 1, 1965.

FINAL COMMITTEE REPORTS

First Report - Earl Vopat, Chairman. Possible Administrative Patterns for Operational Vocational and Pre-Vocational Education at the Local High School Level

We developed the following report, realizing that development of the curriculum is actually a continuous process. The committee, nonetheless, decided to outline the responsibility so that segments of it may be more closely examined. These are the points which we have recorded as being important. First of all, the gathering of pertinent data which includes:

a. A survey of recent graduates to determine their location and vocations.

b. A survey of present students to determine their high school plans, their post-high school plans, their attitudes toward educational and occupational education.

c. A survey of the community to determine the community attitudes towards vocational and occupational education as well as present and future job opportunities in the community.

d. A survey of the school system to determine scheduling possibilites, qualifications of staff, availability of facilities, and financial means of the district.

The second item is planning the program on the following basis:

a. A review of the present school philosophy in light of the results of surveys.

b. A review of the present program in light of this philosophy.

c. An appraisal of the community and staff attitudes towards vocational education.

d. The planning of programs compatible to the philosophy that has been developed.

e. The designation of a responsible person as the program administrator.

Number three is the implementation of the program such as:

a. Make the program flexible enough to meet the needs of the students.

b. Structure the program to the community's capacities and capabilities to supply equipment and materials.

c. Broaden course offerings within areas of related industrial disciplines.

d. Develop and implement an effective occupational information and guidance program.

e. Provide adequate time to administer the program.

Number four is the evaluation of the program and a beginning of the same process again each year as you develop this program.

Second Report - Ernest Louk, Chairman. Isolating Research Conducted in the Various Small Schools

Administrators of small school districts are reluctant to conduct research because they do not have the time or necessary training. Research in the past, I think, has too often been identified with the institutions of higher learning. Of course in this respect it has been conducted in a sophisticated manner in order often to obtain data as the basis of journal articles, books and theses. We are not particularly interested in this kind of research but rather in a more simplified approach that would provide data that would be applicable to our local districts. In recent years I have noticed that educators have exhibited a growing concern regarding the lack of research at local levels. The mystery surrounding the word "research" seems to be evaporating somewhat. Conferences of this type help dispel this aura of mystery. I think in the future it is highly probable that more public school systems will conduct research because they have a feeling that there is a definite need to meet problems that arise from the various phases of the vocational technical training education programs. The chief administrator in the small school needs help to develop and conduct research projects effectively. This may be accomplished by encouraging some individual in the school system to take training in the field. Now this requires an individual

with considerable drive and the ability to analyze the local situation. In school districts where there does not appear to be a person who is interested in conducting research, the administrator must be able to make arrangements for in-service training programs. If the involvement of local school faculty does not appear to be feasible the administrator may be able to interest various departments in institutions of higher learning in conducting research in his district. The state departments of public instruction are also employing experts in research, and they are willing and eager to provide both assistance and information to schools seeking data upon which decisions regarding curriculum and other matters pertaining to instruction of children must be made. It is essential that the rationality behind a proposed study be accepted by both the professional staff and the board of directors of the school district if the data contained in the study is to be utilized most effectively. Before this can be accomplished, the problem must be clearly defined and the needs carefully delineated and substantiated. Possible research projects are too numerous to be enumerated in the present modest report; however, the administrators who participated in the School Administrators' Conference-Workshop have identified some examples of research projects that might produce valuable information for small school districts to use in making decisions regarding technical training. Projects which we identified are as follows:

1. A study of the facilities necessary for taking care of vocational technical training seems to be of value in meeting the needs of the schools of any given community.

2. A study of the advisability of applying for and accepting materials and equipment that might be available through Federal sources.

3. Research of all the research that has been done that might some way affect the decisions regarding vocational technical education, so that duplication of effort may be avoided. This information should be made available to all educators and to the members of the boards of directors.

4. A follow-up study should be made to ascertain whether or not students actually follow their declared intent after graduation.

5. Investigation of regional needs for occupational training. The possibilities for cooperative action should be included in this type of survey.

6. A comprehensive survey of ways of providing a more satisfactory educational experience for the identified potential drop-out should be made in order to encourage him to become a stay-in.

7. A survey of the offerings of the various educational, technical schools in order to better evaluate our high school offerings.

8. An analysis of the projected needs of the present grade school students in order to provide meaningful educational experiences aimed at preparation for joining the work force.

9. A survey of jobs in order to provide youths with actual descriptions of tasks and opportunities.

10. An identification of general education courses that should be included in the vocational program. Attempt to differentiate between the course that should be provided for the prospective students and for the college-bound student.

11. A study of the various status relations among students involved in various types of educational experiences to ascertain, if possible, their effect on the decisions of students regarding vocational technical training.

12. A study of the pros and cons pertaining to the advisability of establishing resident vocational schools in high school.

13. An analysis of the existing industrial arts programs in order to recommend more effective programs for meeting the future needs of young people.

14. A survey and study of various methods of teaching background material and skills needed for high school specialization.

15. A study of various types of training in an effort to compile a list of types of training that should be postponed until students have entered some type of post-high school vocational technical training program.

Third Report - Claud Waln, Chairman. Creating a Pattern for Evaluation Emerging Vocational Programs at the Local Level

We wish to submit the following report and summary relative to the assigned topic. Evaluation requires guidelines and we felt that the following six questions would provide a feasible framework:

1. Who does the evaluation: Administrative personnel? School boards? Advisory Committees? Etc.

2. What is the purpose? To establish criteria to determine the need, make surveys to establish the purpose. Look to your group of community leaders. This will establish the purpose.

3. Where does this start? Does it start in the community? Does it start at the school? Just where would an evaluation program have its origin?

4. Why is it needed? This would have to be determined by the needs of the community survey.

5. When should an evaluation be done? We felt the best time was before the program is started because if you wait until after the program has begun, serious mistakes may already have been made.

6. How is this evaluation to be accomplished? Several suggestions were made for answering the questions posed. Establish planned research and public relations. Know and follow guidelines as outlined by state and national agencies in order to qualify for reimbursable programs. Utilize qualified staff or other qualified people in planning or implementing evaluations. Establish areas of vocational programs that fit school students, industrial needs, and others as free evaluation indicates. Develop leadership programs in order to implement or train qualified people who can assist in the evaluation. This committee also recommended that research programs be set up to implement guidelines, or set up guidelines which would aid an administrator, or whoever wanted to use these guidelines to establish evaluation programs.

I am instructed to extend our thanks to this institution for conducting such a program as this and also to extend our thanks and gratitude for the staff and participants in the conference who have directed a very productive conference.

Fourth Report - Jack Jones, Chairman. Studying and Determining the Training Needs of the Youth in Your Community

Community

Our problem was to delve into the mechanics of making a good survey. As background we felt that it was very important to do a drop-out and follow-up survey. In other words, we felt that the follow-up should include all students. We also felt that it was very important to determine why some people do not get jobs and why some could not keep jobs. The survey should focus not only on what happened yesterday and today, but also on tomorrow. It appears that the following changes will occur in the next fifteen years:

a. Service occupations will prevail.

b. People in the sales and distributing fields will increase in number.

c. Advertising will become an even bigger field.

d. New communication media will be introduced with possible simplification of our language.

e. The work week would shorten; and, of course, this is going to give us more free time which would bring about other things, such as proper traffic control and more recreation.

f. Computer and data processing will be ever-increasing fields.

g. Many people would be employed in the air-purification field, the recreation field, water use, the protection of our natural resources.

Resources and facilities which could be used in a survey include:

1. Employment Security Agency.

2. Universities and colleges.

3. School staff personnel, both academic and vocational.

4. Guidance counselors, services of advisory committees.

5. Recommendations of industries and employers

6. Chamber of Commerce.

7. Civic organizations.

8. School records and testing.

We felt, I think unanimously, yesterday afternoon that the real value of a conference of this type is that it could give us a week to sit down together with a minimum of outside pressures, phone calls and interruptions, to really think about vocational education. We are very grateful to the U.S. Office of Education and the University of Idaho for providing this opportunity for us.

APPENDIX B

ROSTER - SCHOOL ADMINISTRATORS CONFERENCE-WORKSHOP

Baldwin, Lee (Burns, Oregon)
Briggs, Francis (Fairfield, Id.)
Brown, Art (Troy, Idaho)
Burns, Robert A. (Bonners Ferry, Id.)
Carberry, Kenneth (Emmett, Idaho)
Coy, S. Clay (Coeur d'Alene, Id.)
Denton, Roy G. (St. John, Wash.)
Evans, Jerry L. (Cascade, Idaho)
Fike, Richard W. (Nezperce, Idaho)
Haught, Clarence (Couer d'Alene, Id.)
Hawkins, Andrew (St. Maries, Id.)
Healy, Ray (Helena, Montana)
Hughes, Bernard (Hamilton, Mont.)
Hughes, Leroy, (Mountain Home, Ida.)
Jones, Jack (Sandpoint, Idaho)
Larsen, Virgil (Lewiston, Idaho)
Louk, Ernest (Clarkston, Washington)
May, Howard (Cambridge, Idaho)
MacDonald, A. B. (Moscow, Idaho)
McDaniel, John
Muscat, James V. (Kendrick, Idaho)
Muller, Darrell (Pendleton, Ore.)
Nelson, Willis (Montpelier, Id.)
Neal, Robert (Boise, Idaho)
Parks, Frank (Potlatch, Id.)
Peck, Ray (Big Sandy, Montana)
Rodgers, Wayne (Twin Falls, Idaho)
Schreve, Bob (Idaho Falls, Id.)
Souhrada, R. J. (Troy, Montana)
Stannard, Lloyd (Davenport, Wash.)
Strah, Thomas, A. (Pocatello, Id.)
Thomas, William (American Falls, Id.)
Turbyne, John W. (Milton-Freewater, Ore.)
Unruh, Alvin (The Dalles, Oregon)
Vopat, Earl (Grangeville, Idaho)
Waln, Claude (Boise, Idaho)

APPENDIX C

CONFERENCE EVALUATION QUESTIONNAIRE

1. Were the speakers of value?

2. Were the small work groups valuable?

3. Was the conference content informative? Appropriate?

4. Did the conference center too much on previously learned information?

5. As a result of the workshop, do you plan to initiate any of the following next year?

   (a) community survey
   (b) course additions
   (c) new vocational programs
   (d) advisory committees
   (e) federal grant proposals

6. What criticisms or suggestions have you?

7. Was the administrator area representation good?

8. Should more vocational teachers have been included?

9. Were you adequately housed?

10. Was your family adequately housed and entertained?

11. What is your general estimate of the conference?

    Highly valuable
    Some value
    Little value

12. Would you be willing, during the coming year, to answer questionnaires sent out concerning innovations in your vocational educational program?

13. Would you be interested in identifying a member of your staff to be trained in research during a summer institute?

SUMMARY OF CONFERENCE EVALUATIONS

1. Were the speakers of value?

   Response: 23 Yes
   2 Undecided
   6 Remarked "generally"

   Comments: "Very much so."
   "Very definitely. They were well selected. Very stimulating and inspirational."
   "Dr. Micheels was inspirational and Dr. Strong informative."
   "Excellent."
   "They stimulated thinking relative to our own specific programs."

2. Were the small work groups valuable?

   Response: 29 Yes
   1 No
   1 "of limited value"

   Comments: "It gave the school administrators an opportunity to speak his mind."
   "Very much. Especially on the exchange of ideas and what we are doing and what areas of vocational education should be developed."
   "It was in the small group sessions that we really got into specifics."
   "The sharing of ideas in this manner is always stimulating."
   "Most helpful when consultants were in the group."
   "Most valuable. Would have even liked more time in these groups."

3. Was the Content informative? Appropriate?

   Response: 25 Yes
   3 No
   3 Undecided

   Comments: "Material would lead to specific plans for our own individual school problems."
   "Possibly spent too much time on post-high school programs. Could have spent more time on high school pre-vocational programs."
   "Timely and most appropriate."

4. Did the conference center too much on previously learned information?

Response:
4 Yes
18 No
6 Undecided
3 Did not reply to this question

Comments:
"To a degree."
"No. The projected scope was enlightening."
"No. A good deal of sight-lifting material was presented."
"I had very little information relative to occupational training and preparation prior to this conference."
"Somewhat repetitive."

5. As a result of the workshop, do you plan to initiate any of the following next year:

(a) community survey
(b) course additions
(c) new vocational programs
(d) advisory committees
(e) federal grant proposals
(f) others

Response:
(a) community survey (18)
(b) course additions (6)
(c) new vocational programs (8)
(d) advisory committees (14)
(e) federal grant proposals (12)
(f) flexible scheduling (1)

6. What criticisms or suggestions have you?

Response:
"People from industry and business should be a part of such a conference."
"Could have advanced a few more specific suggestions for programs of vocational education."
"Have a follow-up conference next year."
"More exposure to people like Dr. Micheels and Dr. Strong."
"A most excellent idea to have individuals from different states."
"I feel that an introduction or indoctrination session would have been of value in order to get us all thinking along the same line."
"More small work groups in future conferences."
"Have consultants available to small groups at all times."
"Involve more people directly responsible for the administration of vocational education programs."
"More conference and pre-conference preparation on the part of the school administrators."

7. Was the administrator area representation good?

Response: 24 Yes
2 Undecided
5 Did not reply to the question

Comments: "Very few people involved directly in vocational education."
"An excellent idea to have representatives from the several states."

8. Should more vocational teachers have been included?

Response: 21 No
5 Yes
5 Undecided

9. Were you adequately housed?

Response: 29 Yes
1 No
1 Undecided

10. Was your family adequately housed and entertained?

Response: 9 Yes
5 No

11. What is your general estimate of the conference?

(a) Highly valuable
(b) Some Value
(c) Little Value

Response: (a) Highly valuable (2)
(b) Some value (5)
Six participants did not respond

Comments: "One of the best conferences I have attended."
"My general reaction - a good job done in the limited time available."
"It stimulated my thinking in a "new" area of education."
"This is what we need."
"Generally speaking, this was a good conference and opened many areas of possible future programs."
"I have attended many conferences. This was the best planned and administered conference I have ever attended."